

**THE MANAGEMENT OF COMMUNITY
DEVELOPMENT PROJECTS IN DISADVANTAGED
COMMUNITIES IN THE EASTERN CAPE**

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DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any University for a degree.

SIGNATURE:

DATE:

SUMMARY

The purpose of this research study is to present a profile of the community needs and a description of the community programmes which are in operation at the SHARE organisation. Furthermore, the study aims at compiling data that will attempt to determine how the SHARE project meets the principles for social welfare, namely securing basic welfare and human rights, equity, non-discrimination, accountability, accessibility, appropriateness, transparent quality service, democracy and *ubuntu*.

For purposes of achieving the above aims and the objectives of the study, a literature review was undertaken and empirical research data were gathered and are presented in this study. The literature review support data relevant to the study, and it involves the historical background of social work and community development in Britain, Europe, Great Britain, the United States of America and South Africa. The above historical background is crucial in understanding events that led to community development initiatives in South Africa, especially in relation to the SHARE project under study. Furthermore, a developmental approach to social welfare in South Africa, families living in poverty, management of community work projects from a social work perspective and models of social welfare have been presented. From the above literature presentation, the role of a community social worker in managing community projects has been identified. A community social worker's involvement in managing community projects is important because a social worker possesses expert knowledge and the skills necessary to facilitate the community's own initiatives in the development of the community. Community members are therefore supported towards self-help and self-determination. A local social work practitioner has succeeded in facilitating the efforts of the KwaNobuhle community in the establishment of the SHARE projects. She has made use of her expert knowledge and skill to foster self-initiatives to the KwaNobuhle community to develop their own community.

A pre-assessment review undertaken by the researcher at the SHARE project and the KwaNobuhle needs assessment survey data have provided a basis for the empirical study.

In this study, an applied research design has been utilised to demonstrate the effectiveness and efficiency of a project. Data gathering has been applied by utilising two instruments. The first instrument, a structured questionnaire was designed to collect data from a sample size of ten SHARE respondents consisting of service providers and beneficiaries. The data gathered have been analysed quantitatively.

The second unstructured instrument has collected data from a sample size of eleven respondents. Respondents interviewed were SHARE beneficiaries and service providers. Data gathered have been analysed qualitatively. Variables to be operationalised were the SHARE programmes and the principles of social welfare which were identified earlier. The purpose of operationalising the above variables was to determine whether the SHARE programmes are able to meet the principles of social welfare. With reference to the results of the findings it has been established that hypothetically the SHARE programmes have been able to meet no less than 70% of the principles of social welfare as proposed by the White Paper (1997).

In conclusion, the SHARE project has projected a positive image of social work practitioners in South Africa. Social work practitioners in the various provinces are urged to initiate similar projects so as to enhance social development in South Africa.

OPSOMMING

Die doel van hierdie navorsingstudie is om 'n profiel van die gemeenskap se behoeftes asook 'n beskrywing van die gemeenskapsprogramme wat in gebruik is by die SHARE-organisasie, saam te stel. Vervolgens is die ondersoek toegespits op die insameling van inligting om te bepaal in watter mate die SHARE-projek aan die beginsels van maatskaplike welsyn voldoen, naamlik die versekering van basiese welsyns- en menseregte, gelykheid, nie-diskriminasie, aanspreeklikheid, toeganklikheid, relevantheid, gehalte dienslewering, demokrasie en *Ubuntu*.

Ten einde die genoemde doelstellings en die doelwitte met hierdie studie te bereik, is 'n literatuurstudie gedoen en empiriese navorsingsdata ingesamel. Die literatuuroorsig rugsteun die data wat relevant is vir hierdie studie en verwys na die historiese agtergrond van maatskaplike werk en gemeenskapsontwikkeling in Brittanje, Europa, die Verenigde State van Amerika en Suid-Afrika. Verwysing na die historiese agtergrond is onontbeerlik om die gebeure te begryp wat aanleiding gegee het tot gemeenskapsontwikkelingsinisiatiewe in Suid-Afrika, veral met betrekking tot die betrokke SHARE-projek.

Voorts word 'n ontwikkelingsbenadering vir maatskaplike welsyn in Suid-Afrika, gesinne wat in armoede leef, die bestuur van gemeenskapswerkprojekte vanuit 'n maatskaplike werk oogpunt, en modelle vir maatskaplike welsyn aangebied. Uit die bogenoemde literatuuraanbieding word die rol van 'n maatskaplike werker in die bestuur van gemeenskapsprojekte uitgelig.

Die betrokkenheid van 'n maatskaplike werker in die bestuur van gemeenskapsprojekte is belangrik, omdat 'n maatskaplike werker oor die kundigheid en vaardighede beskik wat nodig is om die gemeenskap se eie inisiatiewe by die ontwikkeling van die gemeenskap betrek. Lede van die gemeenskap word sodoende ondersteun om hulself te help en word selfverwesenliking bevorder.

'n Plaaslike maatskaplike werker het daarin geslaag om die inisiatiewe van die KwaNobuhle gemeenskap te fasiliteer om sodoende die "SHARE"-projekte te ontwikkel. Sy het haar kundigheid en vaardigheid aangewend om eie inisiatiewe by die KwaNobuhle gemeenskap te bevorder in die ontwikkeling van hul samelewing.

'n Verkenningstudie wat deur die navorser by die SHARE-projek gedoen is, asook die data van die KwaNobuhle behoeftebepaling, het die grondslag gelê waarop die empiriese studie onderneem kon word.

In hierdie studie is van 'n toegepaste navorsingsmodel gebruik gemaak om die doeltreffendheid en doelmatigheid van 'n projek aan te toon. Dataversameling het dus geskied deur die gebruik van twee instrumente. Die eerste gestruktureerde vraelys is ontwerp om inligting uit 'n monstergrootte van tien "SHARE"-respondente, wat uit diensverskaffers en begunstigdes saamgestel was, te verkry. Hierdie data is kwantitatief ontleed.

Die tweede ongestruktureerde instrument het data versamel uit 'n monstergrootte van elf respondente. Respondente met wie onderhoude gevoer is, was SHARE-begunstigdes en diensverskaffers. Die data wat versamel is, is kwalitatief ontleed. Veranderlikes wat in werking gestel moes word, was die "SHARE"-programme en die beginsels van maatskaplike welsyn wat vroeër geïdentifiseer is. Die oogmerk met die operasionalisering van voorgenoemde, was om te bepaal of die SHARE-programme aan die beginsels van maatskaplike welsyn voldoen. Na aanleiding van die resultate van hierdie bevindings is vasgestel dat die "SHARE"-programme, hipoteties gesproke, aan nie minder nie as 70% van die beginsels van maatskaplike welsyn, soos voorgestel deur die Witskrif (1997), voldoen het.

Die "SHARE"-projek het 'n positiewe beeld ten opsigte van maatskaplike werkers in Suid-Afrika geprojekteer. Maatskaplike werkers in die onderskeie provinsies word aangespoor om soortgelyke projekte te inisieer ten einde maatskaplike ontwikkeling in Suid-Afrika te bevorder.

DEDICATION

The work is dedicated to the Director of SHARE, SHARE staff members and the KwaNobuhle community members for their support. A special message is directed to the Director of the SHARE project who has enabled me to collect data and to access SHARE documents in the writing of this thesis.

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CHAPTER ONE

INTRODUCTION

1.1 MOTIVATION FOR THE STUDY

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) proposes a developmental approach to social welfare in South Africa. It sets a new paradigm for social welfare services and principles. These principles include securing welfare rights, equity, non-discrimination, democracy, human rights, sustainability, quality service, transparency, accountability, accessibility, appropriateness and *Ubuntu*. According to the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) the target groups for social development include all South Africans and especially those living in poverty, those who are vulnerable, and those who have special needs.

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) further provides facts indicating that the country has serious problems relating to poverty and under-development, especially in rural areas. Declining economic growth, large-scale unemployment and lack of social services are all indicative of a depressed state of welfare. The South African social welfare delivery system should therefore be responsive to the perceived human needs of this particular country. Various authors (Midgley, 1981; Gray, 1996b; Lombard, 1996) have suggested several ways in which social work can become involved in social development. According to the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) a particular strategy through which social work can become involved in social development is community development. In this regard Midgley (1995) suggests that conventional community organisation techniques be used to mobilise communities in establishing resources, and that social workers need to be involved in creating economic and social infrastructures, and to be responsive to low-income and special needs of the clients, including those who require special services. According to Gray (1996a) social workers can also play a role in the field of social

development through policy-making, empowerment, advocacy and organisational change.

The researcher's interest in community development dates back to 1980-1981 when she pursued a postgraduate diploma course in community work at the University of North Carolina in the USA, where she obtained a postgraduate diploma in this field. As a lecturer in the Department of Social Work at the University of Transkei, the researcher has been involved in the teaching of clinical social work and community work for a period of 11 years. The researcher observed that many communities in the Eastern Cape have been engulfed in poverty for several years. Some of these communities such as KwaNobuhle and Langa townships in Uitenhage have been deprived of the basic necessities of life such as food, shelter, education and medication. They have often also been subjected to varied social problems in the community, such as unemployment, educational problems and alcohol and substance abuse. Absent or scarce resources and inadequate facilities to address these needs and problems impinge on the quality of the daily lives of people living in these communities. In the light of the above background the researcher developed an interest in the SHARE centre in Uitenhage. SHARE stands for "self-help and resource exchange". This community resource centre was established on 31 May 1988. The centre's goal is to facilitate the process of community participatory development efforts through policy formulation, research, education, resource development and networking. Various community development programmes for street children, unemployed women, mentally retarded children and illiterate adults, and for job-creation have been initiated to combat poverty among the communities of Uitenhage. The researcher visited the SHARE centre to observe the activities of the various programmes. As a follow-up, the researcher undertook a feasibility study in August 1997, in order to investigate the impact of the programmes on the needs of the community and their ability to address poverty. In the researcher's opinion, social workers and social welfare practitioners in other communities can initiate similar programmes to address poverty in disadvantaged communities in South Africa.

1.2 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to formulate theoretical and practical guidelines (based on the findings of the study) for the management of community development programmes which can address poverty and promote self-help in disadvantaged communities according to the social development approach. The objectives of the research are:

- to present a profile of the community needs and a description of the community work programmes which are in operation at the community resource centre SHARE to address poverty;
- to compile a case-study on how a community work centre (SHARE) meets the principles for social development which are set out in the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) and to identify the constraints which are influencing the practical implementation of these principles.

1.3 METHOD AND DESIGN

1.3.1 Research design

Applied research has been chosen as a research design because applied research can be used to demonstrate the effectiveness and efficiency of a project or programme (Grinnell, 1989). Programme evaluation which has been undertaken in this study, is an example of applied research which is often undertaken from some or other theoretical background (Huysamen, 1994). In this study the social development welfare perspective and community development strategy have served as theoretical background. Posavac and Carey (1985) define programme evaluation "... as a collection of methods, skills, and sensitivities necessary to determine whether a human service is needed and likely to be used, whether it is conducted as planned, and whether the human service actually does help people in need".

Furthermore, a case-study design has been utilised to describe the SHARE centre. According to De Vos (1998) a one-shot case-study can be utilised as a basic strategy to

describe a single unit, for example a welfare organisation during a specific period of time. It is therefore assumed that a practitioner-researcher will be able to develop ideas, questions, and insights for further study. In the opinion of Grinnell (1998:95) a case-study design can also be labelled as "a single subject design" in which a client/system's situation, a couple, a family, a group or a community can be explored.

In this particular study, the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997), namely: securing of welfare rights; equity; non-discrimination; democracy human rights; sustainability quality of service; transparency; accountability; accessibility; appropriateness and *Ubuntu* have been operationalised and used as variables for evaluating the SHARE-programmes in order to compile the case-study.

Bless and Higson-Smith (1997:68) are of the opinion that a one-shot case-study determines whether an event (intervention) has any effect upon a group of subjects. In this study the above principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) are to determine whether the programmes of SHARE managed in these communities were effective or not.

1.3.2 Data collection

The researcher has utilised two data collection instruments. One data collection instrument was a structured questionnaire (see Annexure C) which was used to conduct interviews in November, 2000 with eleven respondents at SHARE on 25 and 26 September, 2001 (see Annexure A and Annexure B).

The two data collection instruments have been utilised to gather data from full-time staff members of SHARE (service providers) and consumers (beneficiaries) of the community resource centre. These data collection measures have probed issues relating to SHARE as a community development project and the impact of the existing community development programmes. Other sources used for data collection include agency reports, correspondence, documental data, consultant's recommendation reports, need assessment surveys and related material.

Twelvetreets (1991:136), in support of the above, indicates that: "A researcher can use a combination of approaches in evaluating a project such as case studies, analysing statistics available in the organisation, examining records and reports, listing outcomes of the work, interviewing managers, staff, consumers of service funders and other agencies, in contact with the organisation."

1.3.3 Sampling

The above-mentioned interview schedules have been utilised to collect data from two samples of the full-time staff members and the consumers of the services of the community resource centre. The samples have been determined by the various sections representing service provider units within the organisations such as the Director and her officer, the social workers in charge of the various programmes, other professionals such as needlework teachers, supervisors, care workers, and youth and adults receiving help in the organisation. Non-probability sampling (purposive design) has been used to target a certain group of the population, including relevant providers and consumers of services within the organisation. De Vos (1998) supports the above type of sampling with the rationale that purposive sampling is preferable to random sampling in the sense that the researcher is able to select cases that will provide contrasting experiences which will help in developing ideas.

A qualitative approach was utilised because the purpose of the investigation was concerned with tapping the deeper meaning of human experience subjectively. The method and research design will be explained in more detail in Chapter 7.

1.4 LIMITATIONS OF THE STUDY

The researcher faced certain restrictions which were beyond her control and had a limiting effect on the study. New developments in the welfare system of South Africa persuaded the researcher to revisit some of the chapters that had already been completed.

1.5 PRESENTATION OF DATA

The following data will be presented in the remaining chapters of the thesis:

- Chapter 2 contains the historical background of community work and community development. Historical events reveal that community work and development was first initiated in Great Britain, Europe, the United States of America, and later in South Africa. This chapter also addresses theories and processes of a social developmental approach to welfare.
- Chapter 3 focuses on families living in poor neighbourhoods, and interventive strategies to address poverty.
- Chapter 4 addresses models, methods and techniques of community work and community development with reference to the social work profession.
- Chapter 5 is a study of the role of a social worker in managing a community development project.
- Chapter 6 presents the SHARE need assessment survey (see Annexure F) quantitatively and qualitatively. A pre-assessment evaluation of SHARE is also discussed.
- In Chapter 7, an analysis of the empirical data is reflected quantitatively and qualitatively.
- Chapter 8 contains conclusions and recommendations.

CHAPTER TWO

HISTORICAL BACKGROUND OF SOCIAL WORK IN RELATION TO COMMUNITY WORK

2.1 INTRODUCTION

In this chapter, the historical background of social work in relation to community work will be presented, including the developmental approach to social welfare. The historical background is necessary in order to gain an insight into contemporary issues of social welfare in Great Britain, Europe, The United States of America and in South Africa. It will therefore be necessary to start with the historical overview of social work in Britain and Europe, which is where the social work profession has its roots. The latter will be followed by the developmental approach to social welfare in South Africa taking into account that the social work profession developed later in South Africa. The social welfare system in South Africa and how it impacts upon the socio-economic, political and historical circumstances of this country need to be explained. Knowledge and understanding of these factors and of social welfare and its policies, and the functioning thereof, are necessary to the practice of social work.

2.2 GREAT BRITAIN AND EUROPE

The development in Britain and Europe of social work in relation to community work is presented in a chronological order (Potgieter, 1998:16). According to Woodroffe (1971), the beginnings of social work are to be found within the Charity Organisations Society (COS) which developed in England during the 1860s. The COS was an answer to the problem of poverty in the midst of Victorian plenty. There was indeed a sharp contrast between the prosperity of the few and the poverty of the millions. The first charity organisation societies were thus founded in Great Britain in 1869 in a response to the social problems of the time (Lombard, 1991; Thackeray, Farley & Skidmore, 1994:39). During this period there was a tremendous increase in State institutions for the handicapped, and associations for poor relief also increased. The devastation that

prevailed caused the need for more financial help from the State to the COS in order to improve service delivery (Potgieter, 1998:19). During the great depression of the 1870s, there was a great need for social welfare in Europe because thousands of people were unemployed and poor on account of limited public and private relief funds (Potgieter, 1998:19; Lombard, 1991:35). As a result, charity organisations mushroomed, utilising methods of social work as a basis for social action (Lombard, 1991:35). It is the charity organisations that sparked the beginning of modern social work and community work as a method came into the picture (Lund, 1987). Woodroffe, (1971) indicates that in 1892 Charles Booth published the first of his seventeen volumes of *Life and Labour of the People in London*. It was from these volumes that the city's poverty became known. Booth investigated the subject of poverty by describing the conditions under which people lived. Booth moved from street to street, family to family in their homes, and then visited the people at work, trade by trade in their factories, warehouses and shops. By utilising this direct approach, Booth was able to contrast wealth and poverty and their relationship to different living and working conditions (Woodroffe, 1971:10). It is obvious that Booth's approach was scientific and contributed to knowledge of and solutions to the problem of poverty, a new phenomenon during the 19th century.

During the Industrial Revolution, throughout the 19th century, the State intervened in economic activities in order to alleviate the worst strains and stresses of the revolution. Woodroffe (1971) indicate that the State passed the Health and Morals of Apprentices Act (1802) in order to limit the hours of work of apprentices in the cotton mills. The State intervened in educational matters, by providing education to the growing number of children who were able to survive the dangers of the first year of life. In many other fields the government stepped in and laid down rules for the protection of its citizens. For example, Woodroffe (1971) states that a series of Public Health Acts from 1848 to 1875 were enacted to empower central and local authorities to provide environmental and personal services to safeguard public health. Despite the above intervention to alleviate problems experienced by citizens, Booth did not trust the government. He rejected the State Welfare Plan, and instead, influenced the theory and practice of Poor Relief which was one of the traditional methods of dealing with the problem of poverty (Woodroffe, 1971). In the 19th century the scope of philanthropy eventually became

narrower, and was replaced by "voluntary action". The latter presupposed that the individual should not depend on the State. It was expected that an individual had to be self-determining and to help himself. However, Woodroffe (1971:23) maintains that charity has to be utilised to create self-help. Woodroffe, (1971) also reported that this period of self-help culminated in citizens taking social action. As a result, a conference which was held at Ashridge under the auspices of the colonial office in 1954, deliberated the recognition of community work.

Community work was supported and adopted by the United Nations, becoming internationally accepted. According to Lombard (1991:43) the emphasis on community work and development emerged in Britain between 1960 to 1970. Community work started off with a group of people who called themselves "community workers". The emergence of community workers sparked off the recognition of the social work profession. In the words of Baldock (1974:7) the need for community work developed because individuals alone could not manage the vast social problems in Britain and Europe. Volunteer workers also emerged and research work was introduced. The emergence of these two groups of role players, namely community workers and volunteers, sparked off conflict about the status quo of community work as a method of social work. However, and despite the teething problems, community work in relation to social work continued to gain momentum in Great Britain. This influence then spread to the United States of America, whose community work development will be discussed below.

2.3 THE UNITED STATES OF AMERICA

In the United States of America historical factors such as poverty and strategies to combat poverty resembled events in Britain and Europe. Brueggemann (1996:237) indicates that community work awareness in social work was brought to the United States of America by immigrants from Holland and Scotland in 1609 and 1656. These immigrants established community-oriented associations and other groups followed suit. In 1754, 54 Boston Anglicans founded the Episcopal Charity Society. Thirteen years later, the Charitable Irish Society was born, along with the German Society of New York,

the French Benevolent Society, the Mexican American Association and the Japanese American Citizens' League. By the end of the Civil War, American cities had been inundated with immigrants who brought cycles of inflation and depression. Homelessness prevailed along the squatter settlements creating public health problems (Brueggemann, 1996:157). The above situation provides a broader view on how community work was mooted by the very immigrants who were part of the social problems in America. Brueggemann, (1996) states that it was during the Great Depression of 1930 that community work gained most recognition in the United States of America. Hopkins, a social worker, pioneered the development of the Civilian Conservation Corps (CCC) whose function it was to provide relief projects aimed at unemployed young men with families. The Federal Government encouraged community planning with the introduction of the Housing Act of 1949. The latter Act culminated in housing and mental health planning, with the aim of planning for Greater Society and older Americans (Brueggemann, 1998; Garvin & Cox, 1987). Community work mushroomed further during the rule of period of civil rights and racial justice coupled with the elimination of poverty. According to Lombard (1991) organisations, social workers and students participated vigorously in the civil rights movement with the aim of fighting for justice for all.

The Democratic Cities and Metropolitan Development Act Program was enacted by the Congress in 1966 for the purpose of fighting racial injustice and eliminating poverty. In 1967 Lyndon Johnson's presidency established the Great Society Programmes to assist communities on a variety of social problems such as unemployment, education, health and youth problems. The Economic Opportunities Act (EOA) consisted of programmes such as Head Start, an education programme; job corps; a programme designed for unemployed youth; and the Community Action Program, which focused on the development of locally based community programmes (Friedlander & Apte, 1980; Potgieter, 1998).

In the 1970s community work spread to more areas in the United States of America such as Oakland, Stockton, San Diego, Brooklyn, Birmingham, and others, resulting in the establishment of national organisations that began in 1975. The Neighbourhood Re-

investment Corporation (NRC), a non-profit organisation, was established. Its major aim was to develop neighbourhood partnership efforts to improve the quality of life for the neighbourhood. Today the organisation provides residents with housing rehabilitation services. In 1973 President Nixon declared a moratorium on funding urban development programmes. However, the moratorium was reversed by Jimmy Carter who became President of America in 1977. He amended the Act, enabling more citizen participation, planning, execution and evaluation of programmes. Finally, Bill Clinton, American President in the 1990s developed an interest in community work programmes (Brueggemann, 1996:157-159).

Specht and Courtney (1994) seem to have a different view with regard to models of community work that emphasise working with the poor and the disadvantaged. They propose a new model of community work that breaks with the traditional view of social work. Specht and Courtney's view and vision is focused on providing social services to the entire community rather than providing these services to only the poor and marginalised groups of people. The new model of community work that they propose seeks to provide a community-based system of social care that is universal, and available to everyone. Specht and Courtney (1994) state that a community-based social service system brings together all the members of the community. Universal social service programmes are to be available to all communities. The above approach was oriented toward social work in the field of community work. The emphasis in the profession of social work then shifted to professional development.

A social work school was established for the training of social workers in 1959. This was followed by the National Association of Social Work Committee on Community Organisation in 1962. A comprehensive community work curriculum development project was drawn up by the Council of Social Work Education in 1964 (Lombard, 1991:48-49).

From the above history of the evolution of social work in America, it becomes clear that community work is a method of social work. Social work and community work are dependent upon each other. Hugo, Schoeman and Engelbrecht (1980:13) is of the

opinion that the social work profession has a place in community work. Below, the historical development of social work in relation to community work in South Africa is presented.

2.4 SOUTH AFRICA

The historical development of social work and community work in South Africa is unique because of the apartheid system which prevailed until 1994. Therefore, when discussing some historical events in the development of social work and community work, one has to take into cognisance that the social work profession evolved in a divided society. Potgieter (1998:19) reports that the discovery of diamonds (1970) and gold (1985) sparked off the process of industrialisation and urbanisation. People moved to the urban areas, where poor socio-economic conditions prevailed. Blacks were recruited from the rural areas as migrant labourers to work in the Witwatersrand mines. They were housed in a closed compound system, isolated from their families and friends. By the end of the 1890s about 100 000 Black miners had been recruited. The sad part of it is that they had no bargaining power for better living conditions with the Chamber of Mines (Wilson & Ramphela, 1989:193).

In 1899 the Anglo Boer War broke out. Lombard (1991:35) indicates that this led to large-scale suffering and need, especially in the Orange Free State and the Transvaal. As a result of the war, the first Afrikaans Woman's organisation, namely, the South African Women's Federation (Suid Afrikaanse Vrouefederasie) and the Afrikaans Christian Women's Federation (Afrikaanse Christelike Vrouevereniging) were founded in 1904. The aim of both organisations was to alleviate suffering after the war. Van Eeden, Ryke and De Necker (2000:3-4) present the status quo of the South African citizens after the war. They indicate that there were organised and long-term collective schemes which were established to alleviate suffering. Groups of Whites worked as relief camp workers and were instrumental in agricultural allocations. However, these types of schemes were meant to help the poor Whites so that they could eventually help themselves. Van Eeden *et al.* (2000:5) reports that at this point, the institutional model became relevant in the welfare system. It was designed to alleviate poverty after the

war. The government of the day, true to its ideological paradigm, designed the hand- out approach to improve the social and economic upliftment of the White people.

Further developments emerged as a result of other identified social problems. Child care societies mushroomed when the plight of children who were affected by the Anglo Boer War of 1899 became known. Child Protection Laws were created in the Cape Colony in 1907 followed by the former Transvaal in 1909. The Child Welfare organisation was established in Cape Town in 1908 and in Johannesburg in 1909 (Lombard, 1991: 36).

According to Lombard (1991:39) four national councils were established namely the National Council for Mental Health (1920), for Child Welfare (1924), the Deaf (1929) and the Blind (1929). In 1932 the Carnegie Commission's report on the Poor White. Problem appeared after a three year investigation. The Department of Public Welfare was established in 1937 to co-ordinate welfare services. The sequence of events highlighted the importance of the social work profession and community work. Winckler (1969:21) and Potgieter (1998: 22) report that training in social work became an important tool in performing professional duties in the community.

In 1929 the former Transvaal University College offered a one year course for a certificate in social work, and degrees were offered at the University of Stellenbosch (1931), the University of Cape Town (1933), the University of South Africa (1934), the University of the Witwatersrand (1937), and the University Colleges of Potchefstroom and Orange Free State (1934). Today the last six institutions all are fully-fledged universities which offer undergraduate, graduate and postgraduate programmes in social work. The establishment of these universities, as Lombard (1991 :43) suggest, facilitated research and scientific approaches in the social work profession. At a later stage, the University of Natal (1940) and the University of Rhodes (1943) were established. Community work received more attention in the community and the development and the creation of new services in community work expanded. A conference on community work was organised by the Joint Universities Committee in 1950 in Johannesburg and papers that were delivered on community work elicited much interest and awareness among most professionals and community members (Lombard,

1991). It should not be forgotten that community work was undertaken in a country where social welfare planning and policy development was racially divided. According to Patel (1991) there were 18 government bureaucracies at the National and Provincial levels, and a fairly sophisticated service delivery system had developed for mainly the White population only. McKendrick (1989:11-13) views the above arrangement as clumsy, unethical, inefficient and unaffordable. The welfare system was largely therapeutic and based in urban areas. It is clear that the poor, the disadvantaged and the vulnerable groups, especially the rural Black communities were ignored. Potgieter (1998:22) reports that the people at grass-roots level realised that they were excluded from social welfare services and began to devise a form of indigenous self-help such as the "stokvel", burial societies and other forms of community projects that could help the Black population. Women's organisations and youth groups mushroomed and became tools for self-help and self-determination in many communities. According to Patel (1992:61) the above organisations began to render a wide variety of services that developed parallel to the services of the formal social welfare system, such as education, research, health care, social and recreational services, financial aid and bursaries.

In 1967, the Schools of Social Work joined to form a Joint Universities Committee for Social Work. The latter committee is still in operation. It helps universities to exchange academic ideas on curriculum issues and teaching methods and models, thus playing a major role in community work and development (Potgieter, 1998:22).

The Act on Welfare Organisations established in 1947 (Lombard, 1991:45) gave birth to three important Acts which were introduced into South African statute books. These three important acts were the National Welfare Act (110 of 1978), the Fund-raising Act (107 of 1978) and the Social and Associated Workers Act (110 of 1978). The first two Acts enabled the registration of welfare organisations. The Fund-raising Act (107 of 1978) was helpful in controlling public funds collected as a disaster fund. The Social and Associated Workers Act benefited the regulating of the conduct of social workers, and also facilitated proper training of the social work professionals at universities (Potgieter, 1998:22).

Lombard (1991:49) indicates that the Social and Associated Workers Act (110 of 1978) was amended in 1989 and became known as "The South African Council for Social Workers".

Wilson and Ramphela (1989:216) cite instances which reflect the detrimental effect of the system of discriminatory pass laws. These laws limited housing construction for Black people in urban areas in particular. The Group Areas Act (36 of 1966) aggravated the plight of Black families, who were impoverished and therefore suffered as a result of the discriminatory laws.

McKendrick (1989) identifies four main principles behind the social welfare system that was in force in the early 1980s. These were:

- the segregation of races
- the state/private welfare partnership
- the rejection of socialism and the idea of the welfare state and
- a move from a residual and therapeutic focus to a community-based preventive orientation.

The above principles resulted in the second Carnegie Inquiry into Poverty and Development, focusing on the whole of South Africa. It was followed by a conference at the University of Cape Town in April 1984. A variety of papers were published which focused on how the problem of poverty could be solved (Potgieter, 1998:23).

In 1983 a new constitution for South Africa was introduced. The so-called "Tri cameral parliament" had separate chambers for Whites, Coloureds and Asians, and excluded Blacks. The National Population Development (NPD) among communities towards self-help was established, aimed at stimulating development among communities towards self-help (Patel, 1992:95). The economic sanctions that other countries implemented against South Africa culminated in the release in 1990 of the former President of South Africa, Mr Nelson Mandela. In 1994, and in the interest of the new developing South Africa, the ANC government took over the reins (Lombard, 1991:49). Van Eeden *et al.* (2000), are of the opinion that South Africa reached a milestone in its history with the

representation of all racial groups within a democratically elected government. The drafting of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, (1997) involved all stakeholders irrespective of race. The ANC government's White Paper for Social Welfare was first published in 1996. The document clearly focused on social welfare as a mechanism for reconstruction and development. It also spelt out clearly that an individual's potential for self-determination and self-development play an important role, especially in disadvantaged communities (Van Eeden *et al.*, 2000:15). The Reconstruction and Development Programme (RDP) was designed to alleviate poverty especially in the rural areas. The New Constitution of the Republic of South Africa, Act 108 of 1990 provides for a Bill of Rights, a new paradigm in social welfare. The Bill of Rights does not only focus on the fundamental rights of people, but also provides for welfare and economic rights and the distribution of resources (White Paper for Social Welfare, Ministry of Social Welfare and Population Development, 1997).

2.5 A DEVELOPMENTAL APPROACH TO SOCIAL WELFARE IN SOUTH AFRICA

With reference to the developmental approach to social welfare in South Africa, practitioners in the South African social welfare system are expected to design programmes that will address the needs of disadvantaged groups of people in the community where people are living in poverty. To reach this goal, a developmental approach to social welfare is being promoted in South Africa at present. The political transition in the country has been accompanied by the national government's commitment to give priority to social development and to ensure that policies are directed at the achievement of social as well as economic objectives (African National Congress, 1994). The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) has been designed in conformity with the United Nations World Summit for Social Development which was held on 6-12 March, 1995 (Government Gazette 4 No. 16943, 2 February, 1996). The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) explains how welfare services should be transformed to be suitable for all ethnic groups in South Africa. It contains principles, guidelines and recommendations which should guide the transformation of social welfare legislation and policies. These legislation and policies

serve as a foundation for welfare programmes that need to be implemented within a five-year strategic plan of action. The plan of action provides details on the nature of the activities, which should be performed in order to achieve the objectives and goals of the programmes within a given period of five years. The historical context of social welfare in terms of the political and social factors in South Africa is presented below.

2.6 GENERAL HISTORICAL CONTEXT OF SOCIAL WELFARE IN SOUTH AFRICA

Knowledge of the history of social welfare is essential for an understanding of the current situation in South Africa. Some historical factors, are still influencing social welfare policy in South Africa, and are likely to affect the future practice.

2.6.1 Political factors

The political ideology of separate development, the apartheid system which has been practised in South Africa for more than 40 years, resulted in the creation of a large public system among other things. The public system was further characterised by its many different departments. These departments provided services to different population groups. According to Van Eeden *et al.* (2000), this ideological paradigm was aimed at the social and economic upliftment of Whites as far as possible, and especially of the Afrikaans-speaking sector. In order to achieve this goal, further legislation was promulgated. This resulted, according to McKendrick (1989:21), in an unequal and inequitable distribution of services and resources to the various racial groups of the population. Whites, although the minority, were the most advantaged group. On the other hand Blacks were the most disadvantaged population group of the various racial groups under the apartheid regime. Government departments for Whites were well funded and well staffed, resulting in the provision of adequate services. Weekes (1997) indicates that in 1991 a process of political transformation in South Africa commenced, leading towards a state of democracy as a means to bring about changes in political structures and their functioning. These changes were directed towards restructuring the public service and rationalising departments and personnel, as well as the scrapping or revision of policies and procedures.

Democratisation further implies the greater involvement of civil society in public decision-making processes caused a delay in the creation of a social welfare policy. The proposed policy document needed to accommodate the divergent opinions, recommendations and demands of all stakeholders. This eventually resulted in the formulation of the White Paper for Social Welfare: Principles, guidelines, recommendations, proposed policies and programmes for developmental social welfare in South Africa, dated October 1996. The latter document was tabled and formally adopted by Parliament in the National Assembly on 19 February 1997. Despite its acceptance by Parliament in its present form, this policy document required refinement through an ongoing process of difficult decision-making. The new welfare financing policy document (Welfare Update, April 1999) is seen as an ongoing process of refinement. Other ongoing processes of policy refinement involve the National Welfare Act (100 of 1978), Fund Raising Act (107 of 1978), Child Care Act (74 of 1983) and Community Welfare Act (House of Representatives, 1987 (Act 104 of 1987)).

The adoption by the Government of National Unity (GNU) of a social development approach to social welfare service delivery is an additional important development which has far-reaching implications for the revision of education and training and service delivery content and strategies, as well as the need for the adoption of a developmental approach to policy practice. The above political changes have had serious and far-reaching economic consequences. Some of these political changes influenced the welfare system and are discussed below.

2.6.1.1 Education

UNESCO (1973) bears testimony to the discriminatory measures which were meted out by the apartheid regime. According to UNESCO (1973) research findings, there were separate education systems for Blacks, Coloureds, Indians (Asian) and Whites. The Bantu Act of 1953 was promulgated to control African schools under Bantu Affairs. The Coloured People's Education Act of 1963 vested the control of education for Coloured persons in the Department of Coloured Affairs, which had to manage the education system under specified regulations. For example, the Coloured People's Education Act

(1963) specified that no one could manage a private school at which more than fourteen coloured pupils were enrolled unless registered with the Department of Coloured Affairs.

The Indians Education Act of 1965 also provided for the control of education for Indians (Asians) by the central government under the auspices of the Department of Indian Affairs.

The three Acts for the education of Blacks, Coloureds and Indians followed a similar pattern in which the control of their education was vested in the government, under a policy of separate development. Education for Whites was administered under the South African Act of 1909. In 1962 the National Advisory Education Council was set up and instituted the following parameters of the South African Act (1909).

Favourable conditions

UNESCO (1973) highlights four departments in the education system of the Apartheid regime. These departments were unequal in terms of their facilities and status in favour of the White citizens. Below are the favourable conditions which were enjoyed by the minority Whites:

- religious convictions of the parents and pupils shall be respected with regard to religious instruction and ceremonies;
- education shall possess a broad national character;
- English or Afrikaans, as well as the mother tongue, shall be the medium of instruction;
- requirements as to compulsory education shall be uniform;
- education (including books and stationery) shall be provided free of charge to full-time pupils in the state or provincial controlled schools whose parents live in the Republic or are South African citizens;
- education shall be provided in accordance with the ability and aptitude of and interest shown by the pupil under proper guidance;
- parents will be given a place in the system through parent-teacher's associations, school committees and other related bodies;

- there will be national co-ordination of syllabuses, courses, examination standards and research and planning;
- consideration will be given to suggestions and recommendations of officially recognised teachers associations;
- conditions of service and salary scales of teachers will be uniform (UNESCO, 1973:40).

The above conditions were favourable to the future careers of the White children but did not apply to other ethnic groups specified in the text. In Table 2.1 below, comparative figures on university and college examination results of 1969 are presented. These comparative figures highlight the disparity among the various ethnic groups in the South African context of the apartheid system. The objectives of the new ANC government is to redress past disparities and the fragmentation of the institutional framework in the delivery of services.

Table 2.1
University and college results: 1969

Group	Degrees		Diplomas	
	Postgraduate	Bachelors	Postgraduate	Non graduate
Africans				
University examinations	46	172	32	27
College examinations	-	-	-	86
Coloureds				
University examinations	12	85	16	8
College examinations	-	-	-	20
Asians (Indians)				
University examinations	50	208	48	20
College examinations	-	-	-	13
Whites				
University examinations	2296	6245	931	1268
College examinations	-	-	-	-

[Source: A survey of race relations in South Africa, 1969]

From the above table it is evident that the education system during apartheid placed this group in an advantageous position in comparison to the other ethnic groups. The policies that were promulgated bore fruitful results for the Whites, but were unfavourable to other groups and therefore left them disadvantaged.

2.6.1.2 Employment

UNESCO (1972:120) reveals that laws that were enacted in South Africa with regard to employment stipulated that certain jobs be reserved for Whites in the mining industry. Under the industrial Conciliation Act, 1956 as amended in 1959, jobs were reserved for Whites to counteract the infiltration of non-whites into skilled labour.

In Table 2.2 below, the percentage distribution of population groups by occupation is presented. It highlights the percentage distribution of the various racial groups during the apartheid regime in terms of employment grouping positions in the workplace.

Table 2.2
Percentage distribution of population groups by occupation, 1960

Occupation group	Number employed	Distribution	African	Asian	Coloured	White
Professional, technical and administration	277	5.0	1.4	6.4	2.7	16.6
Clerical and sales	477	8.3	1.2	24.0	3.5	33.2
Skilled and semi-skilled industrial	422	7.4	0.6	20.9	20.3	22.5
Unskilled industrial	1521	26.7	33.1	14.2	18.8	10.4
Agriculture Service and others	1736	30.2	38.2	8.0	22.8	10.2
	1280	22.4	25.5	26.5	31.9	7.1
Total	5713	100.0	100.0	100.0	100.0	100.0

[Source: A survey of race relations 1963:252; *Star Johannesburg*, 1966]

The above percentage distribution of the population by occupation indicates high scores for Whites in the professional, technical and administration echelon, clerical and sales section, skilled and semi-skilled industrial occupation groups respectively. In the unskilled industrial, agriculture, service and other categories Whites have the lowest percentage scores. In the above analysis, Whites are shown to have occupied senior positions, and the remaining racial groups had the lowest employment status. This is an indication that Whites were advantaged during the apartheid regime as compared to other racial groups. The Annual Statistical Report 1996/1997 of the Department of Welfare, indicates that at present unemployment in South Africa is very high and is of a structural nature, mainly due to the misappropriation of resources in the apartheid economy. The unemployment rate is estimated at 30%, but goes to 55% among poor South Africans, irrespective of colour. The present government is attempting to prioritise job creation but the rate at which jobs are generated is linked to economic considerations, with a shortage of skilled workers and even a high unemployment number among the skilled. According to the Poverty and Inequality Report (PIR) (1998:19-21) access to quality employment is an essential way of achieving a sustainable livelihood, which in turn is a crucial means of reducing poverty and inequality. Unemployment is a significant contributor to poverty, and unfortunately, unemployment tends to affect mostly the Africans, especially those in the rural areas. Women and the youth and those with no experience also are unemployed. In the above context, social development has to play a major role in employment, combined with the provision of social security. According to Van Eeden *et al.* (2000:17) the new Welfare Department is strengthened by the statement in the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1996) which indicates that social security, social services and related social developmental programmes are investments which lead to tangible economic gains, which in turn lead to economic growth.

2.6.1.3 Housing

Housing is a problem world wide. According to Frost and Mijere (1997:131) overcrowded settlements are growing in most third world countries.

Throughout the ages, land, its possession and its tenure, has been a contentious issue. Land to accommodate the hundreds of thousands who are now living in overcrowded areas is undeniably a critical issue, owing to the fallacious ideology which restricted black residential areas in South Africa. About 89% and 91% of Whites and Asians have been urbanised respectively, while about 77% of Coloureds, and 42% of Blacks have undergone this process (Mavuso, 1992:16). Blacks in South Africa have been disadvantaged with respect to housing, hence the many illegal squatter settlements in semi-urban areas in South Africa. According to Frost and Mijere (1997) history has it that Umtata - the capital city of the former Transkei homeland during the apartheid years between 1948-1994 - had its first squatter settlement in Ngangelizwe. The squatter camp is now called "Etiphini". Third-year sociology students from the University of the Transkei have conducted research studies in Etiphini squatter settlement. The students' findings reveal that there has been a great commitment on the part of the government, the municipality, civil bodies and other organisations to provide funds for the delivery of land and housing. According to Frost and Mijere (1997:131) the Municipality of Umtata, assisted by the "Social Compact Development Association for Civic Bodies" provided a total of 100 plots for the Etiphini squatter dwellers. The Independent Development Trust (IDT) donated an amount of R7 500 designed to assist the government in the building operations. The government contributed to building operations through the Eastern Cape Presidential Fund and the Reconstruction and Development Programme (RDP). The RDP pledged an amount of R89 million and the Presidential Fund's allocation was R2,9 million for the upgrading of services for the Etiphini squatter dweller's houses (*The Daily Dispatch*, 12 July, 1996). However, Mijere and Frost (1997) indicate that the overall delivery of land and housing from the government has been slow.

According to De Beer and Swanepoel (1996) the State and the private sector can join hands in developing new approaches to housing. These must include both the upgrading of existing informal housing and the establishment of new site and service schemes. Specific areas can be allocated for sites. In the above circumstances, social welfare development will be enhanced.

Lombard (1991) projected an increase in the South African population from the present

28,4 million to about 47 million by the year 2000, and about 138 million by the year 2040. It can therefore be questioned whether or not the government will be able to provide enough housing for all the people who need to be accommodated.

2.6.2 Economic factors

Economic growth in South Africa has been declining over the past decades, affecting mostly the low-income level income group. The discussion document of the Ministry of Social Welfare and Population Development (1995) indicated that in 1993, the average per capita income was nearly R460 per month. There was great differences amongst the various groups, for example the income of Whites was R2 140 per month. The average income of rural Africans however was only R160 per month, as compared to the metropolitan income of R360 per month. From a macro perspective, South Africa's economy has historically been driven by a free market system. The capitalistic approach is further characterised by privatisation, and limited state intervention and redistribution, as opposed to a centrally-planned economy and the distribution of income and wealth. For the South African welfare system, this implied limited welfare resources, a residual form of the welfare system, recognising the value of the private welfare sector and redistribution welfare goods and services through the system of social security.

Financial resources were also secondarily used to subsidize especially casework social work services by welfare organisations. According to McKendrick (1989:24) such services up to the 1980s were primarily of a therapeutic nature. Reliance by the State on private business and private welfare sectors to share the responsibility of welfare service funding and service provisions, gives recognition to the value of a mixed economy. Nevertheless State intervention in welfare service delivery is inevitable. The nature of service rendering currently in consideration by the welfare service is the developmental approach. Midgley (1995:26) sees the developmental approach as having a direct link with economic development.

Midgley (1995:135-143) and Weekes (1997:18) consider the institutional perspective on social development as suitable approach for South Africa, because it constitutes a set of prescriptions which characterise social developmental goals. Midgley (1995:139)

describes the set of prescriptions for social development as follows:

- It seeks to mobilise diverse social institutions, including the market, community and the state to promote people's welfare.
- It is inspired by an ideological position that accommodates diverse beliefs and thus promotes pluralism.
- It believes that different strategies or interventions should not be regarded as competing but as compatible.
- It seeks to combine different social development interventions.

The above characteristics of the institutional perspective on social development need to be adopted by the State in order to provide a sound and efficient welfare delivery service. Weekes (1997:19) maintains that currently South Africa does not have enough resources to meet all the country's socio-economic needs and expectations. Therefore, a lot of policy planning is necessary to boost the South African economy within a given period of time. Lund (1987:33) indicates that the racial inequalities in past resource were so gross, and the type of provisions so inappropriate to South African needs that consensus has already been reached about the dire need for significant changes in the welfare system. Weekes (1997) describes other historical events which have an impact on the economy of South Africa as follows:-

- The internationalisation of liberalism has throughout the world taken a wave of economic and political liberalism and replaced it with paradigms such as socialism and autocracy. However, in terms of welfare, the latter implies a move towards greater privatisation of goods and service to the middle class.
- The emerging new middle class of potentially sizeable proportions embraces values such as democracy, education, careerism and consumerism. Implications for welfare are that the welfare system will be based on such values and thus ensure the provision of welfare services to the middle class.

However, in South Africa with its high rate of poverty and unemployment in all the provinces, it is unacceptable that goods and services should be assigned to the middle class. The needs of the poor would mitigate against too much importance being assigned by the state to the middle class. It has to be considered that South Africa has been subjected to inequality and an unequal distribution of wealth for decades, and therefore the State needs to equalise such imbalances in welfare policy making.

In addition to the South African economic perspective presented above, a global viewpoint of the economy was discussed at the 10th United Nations Conference on Trade and Development held in Bangkok in February, 2000.

Globalisation and liberalism were considered by the African leaders as having had little benefit for Africa as a whole for two decades. Billo, Anweka, Ali, Harrington and Ayele (2000:11) hold the view that globalisation has widened existing inequalities and marginalised developing countries, causing a decline in Africa's share of international trade. The major obstacle to Africa's economic development is a lack of sufficient developmental finance to invest in human resource development and physical infrastructure, a driving force behind economic development and long-term competitiveness. The structural adjustment programme prescribed by the International Monetary Fund is said to have failed to ensure revival of the developmental forces.

Billo *et al.* (2000:11) indicate that South Africa is reported to be a major export supplier of garments. However, there is a warning that the market is insufficient to develop the economy, and that it could rather be accompanied by adequate developments by building institutions that will attract investments and support our export industry.

Mboweni (2001) recently published the Reserve Bank's annual economic report, which contains a comprehensive review of economic development during the past year in South Africa. In his published address, he indicates that South Africa has recorded continuous positive growth since the fourth quarter of 1998. However, economic decline was evident in the first half of 2001. Factors that contributed to the economic decline involve a downward trend in recorded employment in the formal non-agricultural sectors of the economy, and external or exogenous factors that pose a threat to the monetary

stability achieved in South Africa on 1999. For example, the intensification of the crisis in the Middle East, further oil price increases since October 2000 and the continuing depreciation of the rand had a negative impact on the South African economy. However, Mboweni (2001) further reports that the Reserve bank is monitoring the situation very closely, and was able to cope well with the many challenges of a rapidly changing domestic and international economic environment during the year under review.

2.6.3 Social factors

According to Weekes (1997:19) South African social history has been, and is still shaped by a variety of factors, some of which are political and economic in nature. McKendrick (1989:20-24) indicates that the philosophy of South Africa was based on racial division or differentiation, an abhorrence of socialism, partnership between community and the State, and movement from a residential and therapeutic orientation to community-based and preventive services.

A contribution on the social factors that have impacted upon South African citizens is offered by Van Eeden *et al.* (2000:13-17). They report that the Reconstruction and Development Programme (RDP) was the ANC's election manifesto. It was designed to provide social welfare services such as education, training, health services, transport, housing, job creation, land reform, provision of water and sanitary services, electrification, telecommunication and environmental management. It was therefore regarded as an integrated socio-economic framework to dismantle apartheid. In July 1994 a fully-fledged new Department of Welfare was established at national level. It was designed to tackle the problems of all communities. A sub-directorate for policy development was instituted to compile a specific welfare policy. The sub-directorate had to investigate matters such as primary welfare services, welfare legislation and statutory councils and committees.

At the end of 1995 there was a shift of emphasis. The RDP office was closed at national level, and a new economic model, namely Growth, Employment and Redistribution (GEAR) was announced in August 1996. The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1996) provides for the appropriate

development of social welfare services to all South African, especially those living in poverty, those who are vulnerable, and those with special needs. The RDP nevertheless facilitated the Department of Welfare's paradigm shift, from viewing welfare from a personal-deficiency perspective to a social development perspective.

In the light of the above shift in the welfare system, revisiting social policies was essential. For example, the Welfare Financing Policy (1999) can be cited as one policy which is designed to suit the ongoing process of social development in South Africa.

2.6.3.1 Urbanisation

The implications of urbanisation in South Africa are crucial, as Blacks have moved into cities for the purpose of being nearer to job opportunities. The demise of separate development can be held responsible for this migration movement, which brought about an uncontrollable influx of persons from the former tribal homelands. They expect well-paid jobs, proper housing, free medical services and free education (Weekes, 1997:20).

Hugo *et al.* (1980:2) indicate that according to statistics 53% of the South African population was living in cities in 1980. It is estimated that this figure will rise to 63% in 1990 and 71% by the year 2000 of which 70% or 24,6 million will be black.

Hugo *et al.* (1980:2) point to the fact that as towns and cities develop, they must respond to certain challenges such as providing housing, water, sanitation and other amenities. These authors further indicate that the growing population of people from different cultural background, different trades, skills, attitudes, habits, status and power requires a new system of social control, a cosmopolitan set of laws, regulations and conventions.

Lombard (1991:6) indicated that South Africa was experiencing a process of intense urbanisation which strains socio-economic levels in urban communities. Lombard (1991:6) further estimated that between 25% and 40% of the total number of economically active Blacks in the cities are officially unemployed and that 70% of urban Blacks do not have direct access to electricity or running water. This situation has not improved. However, the South African Constitution Section (1993:27(1)) provides for

access to health care services, sufficient food and water, social security as well as social assistance, for all South African citizens. The Reconstruction and Development Programme (1994:34) has made great strides in providing electricity, water and roads not only in the rural areas, but also in the urban squatter settlements. However, the fact that the RDP has had problems in the distribution of welfare services. It has been observed that the RDP has not been in a position to provide some of the services, especially in the remote areas of the Eastern Cape. Its failure to provide some of these services, can be ascribed to a variety of reasons. For example, the inaccessibility of the remote areas, or perhaps a lack of commitment on the part of service providers to provide some of these services at local level, may be some of these reason. Nevertheless, regional officials are expected to supervise and monitor the delivery of services at local level to ensure a sound and efficient service delivery system.

2.6.3.2 Demographic trends

Rapid population growth is one of the greatest problems in Southern Africa. It becomes a serious problem in less developed countries, where natural resources are limited.

According to Weekes (1997:20) there are four major social influences that impinge upon the provision of welfare service in South Africa: population growth; the increasing incidence of HIV positive and AIDS sufferers; the increase in the number of aged persons in the population and the massive extent of poverty and unemployment in South Africa. In Table 2.3 below the estimated population size (1996) in the various provinces is given. These percentages demonstrate the demographic trend in terms of the size of the population in each province, and how these provinces can affect a social welfare delivery service.

Table 2.3
Estimated population size, 1996

Province	Population (Millions)	% of Population
KwaZulu Natal	7.7	20.3
Gauteng	7.2	18.9
Eastern Cape	5.9	15.5
Northern Province	4.1	10.9
Western Cape	4.1	10.9
North West	3.0	8.0
Mpumalanga	2.6	7.0
Free State	2.5	6.5
Northern Cape	0.7	2.0
Total	37.9	100.0

[Source: CSS – Census 96, Preliminary Estimates of the size of the Population in South Africa]

The above table shows that KwaZulu Natal has the biggest population in South Africa, followed by Gauteng and the Eastern Cape. The Northern Cape has the lowest percentage of the population followed by Mpumalanga and North West.

Lombard (1991) states that if the population growth trend continues, the South African population will have increased to 40 million by the year 1992, 45 million by 1996, 50 million by the year 2000 and 60 million by the year 2008. The above estimates are based on population growth figures of one million per year, an increase of 22 million in 18 years.

The above population growth trend estimated from 1985 to the year 2008 is definitely alarming, taking into account the demands that a population makes on the economy of a country. Problems are bound to occur with regard to the distribution of wealth and the delivery of welfare services and resources. It has also to be taken into account that further demands will impinge upon the natural environment and the infra-structural existence of the country. Nevertheless, the present government is faced with the challenge of improving economic development in spite of the population growth trend in South Africa. Sustainable social services also need to be provided by the government at all costs.

The consequences of the social factors of South Africa have resulted in forces in the political, social and economic history of South Africa, in a situation which is unique in modern history. Since 1994 the majority of the disadvantaged population has been experiencing true democracy and democratic social values, mainly because people in the community now have self-determination. The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1996) of South Africa (Act No 200 of 1993) upholds the values articulated in the Bill of Rights and has enabled civil society and all stakeholders to participate in the decision-making process regarding the social welfare policies and programmes of their country and their communities respectively. According to Van Eeden *et al.* (2000) the New Constitution of the Republic of South Africa (Act No 200 of 1993) introduces a new paradigm for social welfare. The democratic principles that apply have resulted in less power and control for government.

Having discussed the above general context of social welfare, it will now be relevant to present, the institution of social welfare in relation to the nature and the aims of social welfare.

2.6.4 The institution of social welfare

There are different basic conceptions of social welfare. In this section, social welfare will be discussed as an institution. The nature, aims and functions of the institution of social welfare will be clarified.

2.6.4.1 Nature and aims of social welfare

There are two basic conceptions of social welfare, namely, residual and institutional conceptions. These concepts were first described by Willensky and Lebeaux (1965). Siporin (1975:5) maintains that social welfare as an institution originated in ancient times, in the course of time evolving its conception and operation. It has been transformed from a residual to an institutional idea; from private charitable relief to social service under public auspices. Siporin's description implies that the institution of social welfare has developed from one state to the other. Compton (1980:27) maintains that the residual concept was born during the transition of society from mercantilism to

industrialism. The institutional conception is seen by Weekes (1997:21) as an accepted legitimate function of modern industrial societies to serve individuals and groups as they seek to attain satisfying standards of social life and health for themselves. According to Friedlander and Apte (1980) the residual concept is an ancient approach to social welfare. It has its roots in private charitable relief to the poor. However with the onset and progression of industrialisation the residual concept was transformed into the institutional ideology. Industrialisation, according to Friedlander and Apte (1980), brought many problems causing population movements and technological changes. Both authors feel that there was a need to shift social welfare to an institutional model in order to handle complex social problems.

The institutional conception is therefore seen as an acceptable and legitimate welfare policy for all individuals and groups. According to Compton (1980:27) social welfare is based on an understanding of a variety of factors such as values and value systems, and philosophies and economic pressure that affect individuals' behaviours and their motivations. Weekes (1997:21-22) is of the opinion that these factors have a direct bearing on practical planning and policy matters. The social welfare system that develops in any society is the end result of a complex interaction of various factors. Siporin's (1975:4) definition is comprehensive and sees social interaction concerned with promoting both the well-being of the individual and of society as a whole. On the other hand, Friedlander and Apte's (1980) definition of social welfare is narrow, and is limited to an industrial society and can only be applicable in first and second world countries which are highly industrialised and technologically orientated.

The term "social welfare" has to be understood as having two components. According to Weekes (1997:21), these two basic conceptions of social welfare, are residual and institutional conceptions. Potgieter (1998) and Weekes (1997:164) state that welfare services are not rights, but privilege to those who qualify for them. The values of self-help and competition are emphasised. On the other hand, the institutional model views it as the right of an individual to have access to available resources. It is the role of the State to provide needed services. Van Eeden *et al.* (2000) are of the opinion that the institutional model is a hand-out approach. It was utilised by the British Government

after the Anglo Boer- War in 1902-1903. They also debate the question of a residual approach as opposed to a social developmental approach to welfare indicating that the apartheid government wanted to take the residual approach even further, as is evident from policy documents of 1985, which proposed the privatisation of welfare. However, both the previous government and the current ANC government reject the institutional approach to welfare.

In addition to the views posed by the above authors, social development can also be viewed from both a residual and an institutional perspective, despite this dichotomy. The ANC government is utilising both approaches, and is including a third welfare approach, namely, the developmental approach.

2.6.4.2 Functions of social welfare

Social welfare can have different functions depending upon the terms of the social policy of a country. However, substantially, it is common cause that the functions of social welfare in any country are to enhance the quality of life of people. In the South African context the situation is slightly different from that in most countries, because the target group in South Africa are the people in marginalised societies. The latter societies involve those groups of people that have been oppressed for decades in South Africa under the apartheid regime.

Compton (1980:33-34) maintains that social welfare must be concerned with three types of activities, namely:

- Maintenance activities, i.e those activities which act to protect the individual by supplying support and resources to enable them to adequately cope with life.
- Developmental activities, which purport to assist the orderly growth of individuals and of the established political, economic, familial and religious institutions within the frame work of national plans.
- Change activities, which aim directly at changing individual, family and group functioning as well as structural and functional elements of other social institutions.

Siporin's (1975:6) categorising of five components of social intervention by the social welfare system are the following:

- Social welfare policy analysis and planning refers to the development of social legislation and social arrangements for both public and private resource. According to Compton (1980:60) all levels and types of a social welfare system, organisations and programmes have policies of general principle to guide further action. Therefore, it can be debated that policy practice and planning constitute elements of the said welfare including its components.
- Income maintenance programmes refer to provision for financial security and support. It is aimed at providing economic protection to maintain minimal standards of subsistence, to redistribute economic resources and to compensate for the unequal rewards of the social economy.
- Social services are comprised of individualised, direct, organised activities of a non-monetary nature aimed at helping individuals and groups to adapt to the social environment. Johnson and Schwarts (1994:14) refer to activities or services such as counselling, information provision, referrals, socialisation and support. Siporin (1975:7) mentions three useful categories of social services namely:
 - access services: this includes information and referral.
 - therapy, help and rehabilitation.
 - socialisation and development services.
- Social welfare administration which is concerned with the organisation, preparation and management of programmes.
- Social action which consists of public and collective efforts of groups of citizens to resolve problems of public interest and to bring about social institutional reform and social change. Johnson and Schwartz (1994:29) agrees with Siporin (1975) with regard to need fulfilment as an essential social action.

Compton (1980) is actually focussing on the developmental activities that purport to improve people's individuals' lives in their capacity ad families, groups and communities

whilst on the other end, Siporin's (1975) approach is on the legislation and promulgation of social welfare policies that guide delivery of service.

2.6.5 Social welfare in South Africa

The social welfare system in South Africa is residual in nature, which means the individual is regarded as primarily responsible for satisfying his or her own needs. The system is further characterised by mutual aid, charity-philanthropy, public welfare, social service and social provision (Weekes, 1997:24; Van Eeden *et al.*, 2000).

According to the Annual Report (1996/1997) public spending in South Africa on social welfare provides recognition of the role of social work services. Eighty five percent of the budget is spent on income maintenance programmes in the form of pension and grants. Social services spending therefore accounts for approximately 15% of the welfare budget. South Africa's public expenditure amounted to 37,5% of gross Domestic Product in the 1994/1995 fiscal year, significantly above the average of 26% for developing countries. Nevertheless, the social welfare expenditure of the National Department of Welfare increased over the past five years to redress the inequalities created by the apartheid policies.

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) has embarked on a new approach to social welfare service delivery. The Department of Welfare has two main functions, namely, population development and social welfare. The social welfare function is further divided into social welfare services, social development and security. The above functions have already been discussed earlier in the text. Table 2.4 below shows the social welfare expenditure from 1995/96-1996/97 and provides a breakdown of the budget for social security, social welfare services, social development and other budgets. It is presented here to indicate the allocation of the budget to the various sections in social welfare.

Table 2.4**Social welfare expenditure from 1995/96-1996/97 financial years (.000 Rand)**

Year	Social security		Social welfare service		Social development		Other		Total budget
	Amount	%	Amount	%	Amount	%	Amount	%	Amount
1995/96	R11672000	87,8	R241000	1,8	R38000	0,3	R1346000	10,1	R13297000
1996/97	R1243800	88,2	R41000	2,9	R54000	0,5	R1199000	9,5	R14101000

[Source: Department of Social Welfare Services Annual Statistical Report 1996/97]

In Table 2.4 social security's allocation of the budget for social welfare is shown to have increased from 87% in 1995/96 to 88,2% in 1996/97. Social welfare services reveals an increase from 1,8% in 1995/96 to 2,9% in 1996/79 in the allocation of the social welfare budget. For other social welfare services, expenditures decreased from 10,5% in 1995/96 to 9,5% in 1996/97. The total budget has however increased by R804 000 from 1995/96-1996/97. The increase can be associated with the gradual escalation of social problems such as, for example, crime and HIV/Aids diseases.

There are many initiatives to improve social development in South Africa at national, regional and local levels. The National Welfare Minister (*The Daily Dispatch*, March 3, 2000) proposes a 10-point welfare strategy to eradicate poverty by rebuilding of the family, community and social relations at all levels of the society. The programme for the eradication of poverty will be implemented by targeting the most vulnerable groups in society, more especially those people who live in rural, peri-urban and informal settlements. A new welfare payment system to be developed will ensure that the plight of orphans, children with HIV and AIDS, the destitute and unemployed youth is being addressed. A national strategy to eliminate criminal elements will also be implemented.

All these initiatives proposed above will be implemented in partnership with other government structures and civil society. The purpose of these initiatives is to enhance the delivery of welfare services within a system in which education and training development workers are also involved.

The above initiatives are in conformity with the budget that has been released recently in Parliament by the National Minister of Finance (*The Daily Dispatch*, March 3, 2000). The overall budget for welfare in 1999/2000 was R3 676 418 and for 2000/2001 it is R274 493 000 (7%). The figures released above reflect a promising social development. Much as the proposed initiatives of providing basic income grants directly to the incumbent are appreciated, it becomes a debatable issue whether the government is perhaps encouraging dependency. More self-help community projects are seen as a viable option. The current trend of the social welfare in South Africa is to recognise the need to help the vulnerable groups in society irrespective of race. There is now a paradigm shift in emphasis, since the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1996) in which the racial issue was emphasised. The social services function of the social welfare system is the primary source of social professional practice which will be discussed below under the developmental social welfare.

2.6.6 Developmental social welfare

The ideas of Siporin (1980), Weekes (1997) and Van Eeden *et al.* (2000) have been presented in the text as a valuable contribution with regard to social development and social welfare. However, the developmental approach now seems to be emphasised in the South African context. In the opinion of Gray (1996b:10), developmental social work affirms the social work profession's commitment to the eradication of poverty. Gray (1996b:10) also recognises the link between welfare and economic development which construes welfare as an investment in human capital rather than a drain on limited resources.

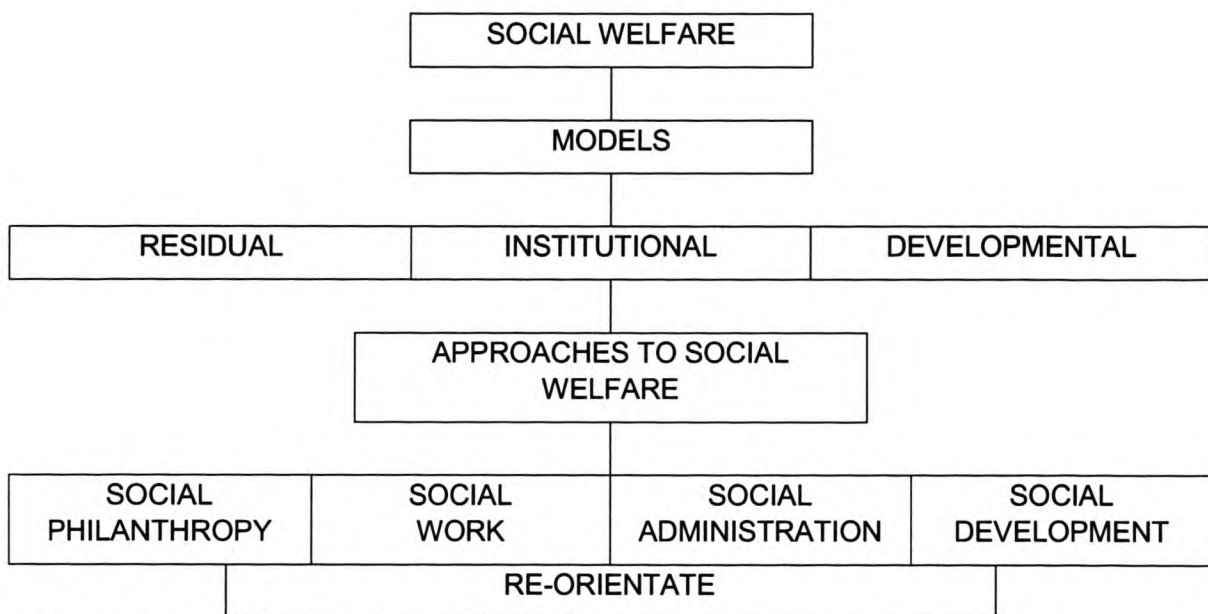
The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1996) reaffirms the need for the eradication of poverty, but emphasises that dependency must be discouraged. This is possible if anti-poverty programmes are tailored in such a way as to facilitate self-help through the establishment of community-based programmes. In that way, self-employment will be promoted, giving rise to economic development.

Midgley (1995) defines social development as an outstanding strategy designed to

facilitate human well-being; it can be distinguished from other institutional approaches such as philanthropy, social work and social policy.

Social development is characterised by an emphasis on linking social and economic interventions within the wider framework of a dynamic developmental process that promotes social progress and human welfare for all. The above definition supports the combination of social welfare and economic development as mentioned earlier.

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997:8-9) recognises the institutional approach to social development as preferred approach for South Africa. The political, economic and social conditions currently prevailing in South Africa, and the characteristics of the institutional approach to social development are understandable and relevant to South Africa with reference to the institutional approach mentioned above. Lombard (1996:166) presents the following theoretical framework for developmental social welfare to clarify the relationship between social work, social welfare and social development.



[Lombard, 1996:166]

Figure 2.1: Theoretical framework for developmental social welfare

The three models of social welfare are clearly identified in Figure 2.1 as residual, institutional and developmental. These models relate to service delivery through social philanthropy and social work, social administration and social development.

Social philanthropy and social work are approaches of the residual model, whilst social administration, including welfare services, features as an approach of the institutional model. The developmental model incorporates a social development approach which is characterised, according to Midgley (1995:25-26) by the linking of social welfare directly to economic development policies. It can therefore be argued that human dignity, equality and social justice are key values in a social development approach, the latter being consistent with social work values with regard to an ideology of human rights and a liberal value perspective. It can also be stated that the linkage so far presented in the concept of development offers a unified model of practice which addressed all levels of the community as a social work professional practice.

In conclusion, the current social welfare system is subject to debate if one looks at various factors such as the change of government in 1994 and social problems that prevailed at that point in time. Social and political changes are the key factors in the welfare system in South Africa. Changes that have taken place in welfare service delivery are directly linked to changes in government. Under White domination, service delivery was skewed, being provided to four different racial groups namely, Whites, Indians, Coloureds and Blacks. According to Van Eeden *et al.* (2000:1) the division of welfare services was distinct for the various groups. The National Party was undoubtedly favouring Whites in terms of the delivery of service. The Blacks were the most disadvantaged in the provision of social welfare. When the ANC government took over the reins in 1994 changes were made. The White Paper on Social Welfare published in 1996 introduced an equitable welfare system for all racial groups.

Currently, a dualistic approach is being followed. One part focuses on the disadvantaged groups of people by providing a social security system. The other part of the approach highlights a developmental approach through capacity building. Communities are being encouraged to meet their own needs in the community through self-help.

2.6.7 Welfare function of the South African government

In the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) the functions of social welfare on a national, provincial and local levels are explained. They are discussed below.

2.6.7.1 National level

Social work in general can be described as a professional helping service with the primary task of satisfying basic needs at all levels of society. It has therefore been necessary to establish a national department, which will enable social work professionals to operate within the framework of a national social welfare system. Its major function, according to the Constitution of the Republic of South Africa (1993) is to co-ordinate central services with those of other national departments, at parliament level, provincial and local levels. Services are to be disseminated according to national policies and programmes that require uniform and sound financial management. Norms and standards for these services need to be laid down. Human resources development should ensure high standards of service delivery. Capacity building and institutional reforms will be facilitated at all levels.

According to Van Eeden *et al.* (2000:19) the social welfare system in South Africa is currently in a sensitive process of transformation, regarding the rendering of social services. It has been indicated earlier in the text that the ANC government is utilising a residual, institutional and developmental approach. At this stage of the transformation process, any approach that is able to solve prevailing problems is being utilised.

The role of the welfare department at national level is therefore to disseminate information on policies and procedures to the social welfare departments at provincial level.

2.6.7.2 Provincial level

The provincial departments of welfare have to formulate, co-ordinate, maintain and renew provincial co-operation in the delivery of developmental welfare services. The

provincial departments of welfare will be responsible primarily for the following functions in conjunction with the relevant consultative structures:

- To administer social welfare legislation.
- To plan, implement, co-ordinate and monitor delivery of developmental welfare services, to monitor norms and standards of social welfare services, facilitate consultative structures and develop and maintain an inter-sectorial working agreement within the social welfare system.
- To administer an appropriate social security system.
- To negotiate provincial funding and maintain and control budget finances.
- To maintain a welfare information system through research.
- To manage and plan a human resources development programme.
- To promote awareness of welfare matters.
- To facilitate the provincial parliamentary process.
- To promote inter-provincial relations with NGOs, and other organisations.

(Discussion Document: Towards a new social welfare policy and strategy for South Africa: Department of Social Welfare, June 1995).

Among the above functions of the provincial welfare departments, promoting inter-provincial relations with non-government organisations is most significant to the researcher. SHARE, the focus of this research study, is such a non-governmental organisation, which seeks to collaborate with other bodies such as the government, especially in the area of funding and the provision of houses for the low-income group in the community of KwaNobuhle township. Further particulars of SHARE's interrelations and collaboration with the welfare department in the Eastern Cape province will be revealed in Chapter 8, where the empirical research is discussed in detail.

Below is a brief discussion of the functioning of the social welfare system at local level.

2.6.7.3 Local level

The Discussion Document: Towards a new social welfare policy and strategy for South Africa (1995), indicates that local government structures had not been identified before the local government elections took place in the various provinces. However, with the election of local governments in December 2000, councillors from the various political organisations were elected, and local government structures are currently in operation.

The following structures and functions of local government have, as an example, been identified in Butterworth, in the Eastern Cape Province.

(a) Infra-structural development committee

The committee is responsible for water, sanitation, roads, housing, electricity and planning.

(b) Institutional programme

The programme deals with finance, administration, training and human resources.

(c) Economic development committee

The committee monitors tourism, agriculture and environmental issues.

(d) Special programme

The special programme is concerned with gender issues, the youth, people with disabilities, disaster management, sport, culture and recreation.

(e) Social needs section

The section for social needs deals with health, welfare, education, safety and security issues. (Mbandazayo, 2001).

The above functions need to be seen in the context of social work practice and social development. Social work has increasingly been concerned with micro-clinical practice and very little has been noted at micro-levels of development. Mbandazayo (2001) presented the above local government structure as a counsellor in Butterworth. He has

therefore provided the information telephonically and on request by the researcher.

The researcher is therefore presenting the structure of the local government as an example on how local government structures are generally designed in South Africa. The social needs section is therefore crucial to the practice of social work.

Hence Kinduka (1975) states that the social work practice has always been concerned with micro-clinical practice. The above social needs section is therefore seen as relevant to the practice of social work.

Contrary to the above authors' opinion, the social work profession seems to be moving away from the micro-clinical practice of social work. Community work and community development models have been established, hence the proposed principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) namely, accountability, accessibility, democracy, equity, non-discrimination, appropriateness, human rights, basic welfare rights, sustainability, quality service and *Ubuntu*. The above principles will be discussed in detail in Chapter 8.

However, and despite the arguments posed by the above writers, social work is beginning to gain recognition in the area of developmental welfare. The fact that South Africa is beginning to attain equality is a clear indication that South African policies cannot side-step the need for a developmental approach in the social welfare system. It is in the above context that the social welfare in South Africa is discussed below.

2.7 SUMMARY

The development of community work has been outlined above to create awareness of the evolution of social work with reference to community work. The relationship between community work and social work has been clarified with reference to historical events. Social work in South Africa is at an early stage of development as compared to Great Britain, Europe and the United States. That is the reason why social work in South Africa is not yet understood. Social work researchers should be encouraged to trace the historical development of social welfare in this country in order to highlight its evolution and encouraged an awareness of its existence.

The social welfare system in South Africa has been lopsided for decades, providing an unequal and unfair distribution of welfare services to the various racial groups of the country. The unequal distribution of wealth severely hampered socio-economic development resulting in poverty of the disadvantaged groups of people in South Africa. The declining rate grossly affected rural households and single women.

Since 1994, for the first time in the history of South Africa, the social welfare policies have called upon all citizens of this country to participate in the development of an equitable, fair and democratic social welfare system. The purpose of these policies is to bring about better living standards for all South Africans irrespective of race, colour and gender.

At national, provincial and local levels, social workers are to embark on programmes of action to address poverty in disadvantaged communities. Guiding principles for developmental social welfare are provided by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) as a driving force to achieve the desired goal. Policies such as those embodied in the Constitution of the Republic of South Africa (Act 200 of 1996) and the Welfare Financing Policy (1999) are being revisited for refinement to suite the ongoing process of development in South Africa.

In Chapter 3, reference will be made to the need for a developmental approach to social welfare in South Africa. The focus on this chapter will be on families who live in poor neighbourhoods, especially those families living in the Eastern Cape, which is rated as the poorest province compared to all other provinces in South Africa. It will also be pointed out that the Eastern Cape will be highlighted because the case illustration of this research study has been done in Uitenhage in the Eastern Cape.

CHAPTER THREE

FAMILIES LIVING IN POOR NEIGHBOURHOODS

3.1 INTRODUCTION

This chapter will address the question of poverty by first placing poverty in perspective and then describing the concept. The historical background to conditions in the Eastern Cape, where the study is undertaken, will then be discussed. The literature review will also investigate socio-economic and cultural factors of poverty, along with the effects of poverty on families living in rural and urban communities. Finally, anti-poverty programmes will be identified as strategies to alleviate poverty.

Historical factors will be outlined briefly to provide background to the state of poverty in the Eastern Cape. Anti-poverty programmes will be highlighted as interventive strategies to solve social problems in the poor neighbourhoods.

3.2 POVERTY IN PERSPECTIVE

Poverty is one of the most pressing problems experienced by families in third world countries because it entails inadequate facilities and limited resources. As a result, there has been a great deal of welfare work to combat the problems of poverty in these countries. Apart from those in South Africa, many other families on the African continent have been hit by poverty, leaving them to rely on handouts from the United Nations. These countries do not all have the same natural, agricultural and non-agricultural resources. It also has to be taken into account that the level of development of human resources, and the level of per capita income can attribute to the poverty of families. For example, in 1995 it was stated that South Africa had experience a declining economic growth rate over the previous two decades with the Gross Domestic product (GDP) falling below the annual population rate (Discussion Document, Ministry of Social Welfare and Population Development, 1995).

The above situation has therefore given rise to a decreasing per capita income, which has increased poverty. Most affected were poor families, who find it difficult to meet the

basic necessities of life. Furthermore, the low levels of economic growth and income render a low level of savings. Individuals and families are poor, becoming the major victims of inflation because they have limited resources (Poverty and Inequality Report, 1998). To reverse the situation, the South African government is currently putting policies and programmes in place for disadvantaged families. Some programmes are currently managed by social workers at the micro and macro levels of social welfare. Their main focus is on disadvantaged communities who suffer from inequality in the various segments of services, benefits and opportunities (White Paper for Social Welfare, Ministry of Social Welfare and Population Development, 1996). In the light of the many families who live in poor neighbourhoods in South Africa, the social work practitioner in Uitenhage embarked on a process of helping the KwaNobuhle community to identify their needs. An assessment survey was utilised for this purpose.

The identified needs led to the establishment of a centre called SHARE, a Self-Help and Resource Exchange. The project is managed by the Director, who is also the founder and the social work practitioner in Uitenhage. The project provides programmes which are designed to address poverty in this disadvantaged community. The major objective of SHARE programmes is to meet the principles of social welfare as set out in the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). The case study on SHARE will be discussed in detail later in Chapter 6.

This study has been undertaken to evaluate the programmes and determine whether the project conforms to the principles of social welfare, and to offer guidelines on how social workers can manage community development projects that pertain to poverty reduction among families in all communities.

3.3 A DESCRIPTION OF POVERTY

Descriptions of poverty vary depending upon the definitions of various authors whose descriptions will be presented in the text. What is obvious, is that poverty is a serious and widespread problem.

It is important that the term "poverty" be described in order to understand the concept. According to Friedlander and Apte (1980) Turner (1981), Mitchell (1986), Mata (1999),

Kgarimetsa (1992), poverty is a multi-dimensional concept because it is both absolute and relative. It is absolute in terms of an absolute standard below which basic human requirements cannot be met. It is relative when one has to compare the poverty of one society to the other, one family versus another family, one community to the other, and one country to the other. Derman and Poultney (1984), Wilson and Ramphela (1989), Mdingi (1995) and Mata (1999) conceptualise poverty in terms of a person's income, reference to poverty being rated in terms of a person's income, Wilson and Ramphela (1989) further stresses that any fundamental human need that is not adequately satisfied reveals human poverty.

The Annual Statistical Report (1996/1997:4) reports that in the second Draft Report: "Poverty and Inequality in South Africa", the poor are defined as the poorest 40% household, and the 20% are defined as ultra-poor, based on household expenditure. This methodology allows the poverty line to be defined relative to the wealth of South Africa, rather than absolute global minimum.

Based on the latter report, the poorest 40% of the household are therefore classified as poor, whilst on the other hand, 27% of the population live in the poorest 20% of the household and are thus classified as ultra poor. The report has therefore rated poverty in the various provinces in South Africa, revealing that the highest poverty rate of 76,6% is in the Eastern Cape, where the author of this research conducted the study of SHARE. The World Bank Report on Poverty (1960) presents a three-dimensional perspective of poverty: poverty is looked at from an economic, social and political perspective.

According to the World Bank Report (1960) the economic viewpoint on poverty is that it should be perceived in terms of lack of resources, infrastructure and productive resources. The social perspective explains poverty in terms of lack of resources to provide such basic requirements as health, education, recreation, sanitation and shelter. The political viewpoint refers to a lack of power for people to make decisions and take control of their lives.

In the Poverty and Inequality Report (1998:6) the opinion is expressed that poverty is

characterised by the inability of individuals, households or communities to command sufficient resources to satisfy a socially acceptable minimum standard of living. Poverty is therefore perceived by poor South Africans themselves to constitute alienation from the community, food insecurity, crowded homes, usage of unsafe and inefficient forms of energy, lack of jobs and fragmentation of the family.

Poverty is not a static concept, and there are certain elements that control the perpetuation of poverty. The Poverty and Inequality Report (1998:7) suggests that households can use their assets such as human capabilities, natural resources, social and institutional networks, and human-made capital to undertake a wide range of income-generating activities. Agriculture, fishing and self-employment are seen to be key income generating activities. This is especially true of the Eastern Cape. The Poverty and Inequality Report (1998) explains that a draft programme proposal indicates that the Eastern Cape has a huge potential for improved agricultural production for subsistence and market production. The draft programme proposal published by the government of the Eastern Cape expresses the opinion that livelihood will be enhanced through the development of small, medium and micro enterprises at local level. Thus self-employment will be facilitated. This Draft Proposal (Government of the Eastern Cape, 1999) supports the above notion and indicates that the Eastern Cape, of which Transkei and Ciskei form part, is a predominantly rural province. It has approximately 400 000 hectares of land suitable for agriculture, 300 000 hectares for forestry, and 3,5 million hectares suitable for livestock production. Thus poverty cannot remain static in the light of the points discussed above.

It is also important to focus on problem-solving strategies to combat poverty. Although different authors have offered divergent descriptions of poverty, they all centre around one issue, which is a lack of means to sustain life. The concept of poverty involves a variety of issues concerned with human life.

The World Bank Report (1990) provides a focused description of poverty which highlights key areas of an economic, social and political perspective. These areas require an effort on the part of the social work practitioners to help disadvantaged

communities to make decisions, and to take control of their socio-economic and political state.

The ideas of Mpako-Ntusi (1999:69) pose a valuable contribution to poverty reduction. She is of the opinion that community development is one of the strategies that has led unemployed persons to progress from poverty to dignity (political development). She exposes the power of a community development corporation in providing social, economic and political leverage which enables poor persons to bring about social change.

In the above context, the SHARE project serves as an example in providing an infrastructure which has been established by the KwaNobuhle community. Through the social work practitioner's facilitation, the KwaNobuhle community members participated by taking control and making decisions for themselves in an attempt to fight poverty in their community. Socio-economic and political weapons, including historical and cultural factors as contributing factors to poverty are discussed below.

3.4 CAUSES OF POVERTY

Causes of poverty are diverse because of the varied factors that contribute to poverty. Causes of poverty also depend upon the given community settings such as rural, suburban and urban societies whose resources and lifestyle differ in terms of socio-economic, cultural and historical aspects.

Derman and Poultney (1984) present two broad theoretical causes of poverty, namely, the modernisation theory which purports that the poor are poor because they do not make use of opportunities for self-improvement due to their social values. The structural perspective as the second broad theoretical cause of poverty indicates that the poor are exposed to fewer opportunities than those in privileged societies to improve their lifestyle. On the other hand, Mpako-Ntusi (1999:67-68) indicates that rural families depend on subsistence farming, which can be handicapped by natural disasters such as droughts or floods. She goes on to say that the development has substituted manpower with modern technology, hence the high rate of unemployment which in turn causes

poverty. It is therefore noted that both developed and underdeveloped countries are subjected to poverty on account of the above stated causes.

The following causes of poverty will be discussed in more detail.

3.4.1 Economic factors

The economic factor is one of the major and fundamental factors contributing to poverty. The Annual Statistical Report (1996/1997) and the Poverty and Inequality Report (1998) both report that South Africa has one of the highest degrees of income inequality in the world with Gini-coefficient of 0,58 which measures the degree of inequality. The Reports further state that South Africa is only second to Brazil, which at 0,63 has the worst inequality amongst similar income countries.

The Poverty and Inequality Report (1998:8) states that most of the poor in South Africa live in rural areas, while 50% of the population of South Africa is rural, the rural areas account for 72% of those members of the total population who are poor. However poverty is distributed unevenly among the nine provinces with the Eastern Cape rating highest at 76, 6%. Unemployment is another determinate of an economic causal factor of poverty.

According to the Poverty and Inequality Report (1998:9) 55% of people from poor households are unemployed in South Africa compared to 14% of those from non-poor household. Poor households are characterised by a lack of wage income as a result of unemployment or low-paying jobs. The latter can account for poverty in relation to a survey undertaken by Frost and Mijere (1997:129) in Ngangelizwe in the Transkei (Umtata) 39 respondent families were earning less than R100,80 per month with a standard rental of R50,00 per room per month.

Thus the question of unemployment and low-paying jobs can be a causal factor of poverty which affects the economic status of a family whilst on the other hand, the macro-economic levels in South Africa have a major role to play in poverty and can be associated with the past performance of South African economy. The Poverty and Inequality Report (1998:11) cites constraints to economic growth since 1960 which can

result to the following basic problems namely falling investment, declining efficiency of investment, unfavourable savings behaviour, balance of payments constraints and declining employment creation.

With reference to falling investment, the poor do not have the financial capacity to invest. As a result, the poor are the targets in the decline of investments. Payment for day-to-day domestic commodities is constrained. Poor people are the most vulnerable group in terms of employment creation because they lack the capital to initiate programmes that will enable creation jobs for employment.

Apart from the above factors on the micro and macro-economic levels as causal factors to poverty, the following are also factors which can account for poverty in South Africa.

3.4.2 Socio-political factors

The political causes of poverty in South Africa date back to the apartheid era, whose legacy has affected mainly the Africans and other vulnerable groups. The Discussion Document (Ministry of Social Welfare and Population Development, 1995) expresses the opinion that past welfare policies and programmes were inequitable, inappropriate and ineffective and have contributed significantly to poverty and inequality. Racial, gender, sectorial and geographical disparities have created distortions in the welfare delivery system. Thus poverty has been pervasive among the disadvantaged and the vulnerable groups for decades. Owing to the damage caused by inequality of opportunities, it will take sometime before socio-political changes can take place.

The following historical factors are purported to have contributed to poverty in the Eastern Cape.

3.4.3 Historical factors

Since this research study was conducted in the Eastern Cape, it becomes necessary to relate the historical background to poverty in the Eastern Cape. The episode of Nongqawuse and its effect on poverty is a memorable event in the Eastern Cape's historical background.

Based on information in the New Nation (1989) a new view of Nongqawuse can be presented in this text. Nongqawuse, a young orphan, purported to be mentally unstable, made a prophecy during the reign of Sir George Grey. According to the New Nation (1989:51-52), Nongqawuse pleaded, telling people that if they killed all their cattle and destroyed all their corn, the dead would rise, new cattle and corn would rise, the blind would see, the old would become young and everybody would have whatever they wanted. Peires (1990:81-87) presents the other version of Nongqawuse. He reports that Sarhili (King of all the Xhosas) had survived invasions of his Gcaleka-Xhosa territory. He had managed to preserve all his lands and wealth of thousand cattle. He was therefore loved and respected by his people unlike his father Hintsa. In July, 1856, Sarhili visited Mhlakaza's residence. Mhlakaza and Nongqawuse showed Sarhili certain things which he believed would follow if he destroyed his cattle and corn and Peires (1990:87) expresses it as follows: "A fresh ear of corn, a fresh pot of beer, a favourite horse, lately dead and best of all his dead son, now alive and well".

In response to Nongqawuse's prophecies, Sarhili ordered Xhosas to obey the instructions of Mhlakaza. As a public sign of faith, Sarhili was the first to kill his cattle, including his favourite ox, a beast renowned throughout Xhosaland. It was quite obvious that Xhosas would follow suit and destroy their own cattle and corn.

Peires (1990:157) reports in the following words that Xhosas destroy all their livestock and corn in anticipation of the wealth to come: "On the 16th February, 1857, the long-awaited day ... the sun rose as usual just like any other day. The believers withdrew into their houses all the day ... peeping outside occasionally through the holes in their dwellings until the sun disappeared. Meanwhile those who had never believed or done any of the things prescribed went about their usual work".

The above Nongqawuse event created misery, hunger and poverty in the Eastern Cape. Hence, it can be postulated that poverty prevails in the Eastern Cape is historical. The Eastern Cape, as indicated earlier, in the text, has been identified as having the lowest poverty rate as compared to other Provinces (Annual Statistical Report, 1996/1997).

One could argue from a modern perspective of psychiatry that Nongqawuse was

mentally unstable. On the other hand, a political perspective is that Nongqawuse might have been the victim of a white conspiracy to destroy the wealth of the Xhosas. Whatever the truth may be, the influence of the Nongqawuse event will remain as a historical causal factor of poverty in the Eastern Cape.

3.4.4 Socio-cultural factors

Socio-cultural factors can also play a major role in causing poverty. This is confirmed by researchers such as Wilson and Ramphela (1989). Both indicate that some of the research findings associate poverty with the culture of a group in some communities.

According to Kayongo-Male and Omnyango (1984:32-41) some of these communities in which a culture of poverty has been found can be associated with polygamy as a traditional practice in the African community context. In polygamy, the man, as the head of the various households, is to provide material support to all his family members.

During the old days, a polygamist in a rural community had a flock of livestock to provide milk, sour milk, meat and other agricultural produce to sustain the family. It can therefore be maintained that polygamy has no place in modern life.

Socio-cultural changes prevail in most African countries because of increasing urbanisation, industrialisation and modern technology. It can be argued that the latter changes are likely to cause poverty should polygamy be practiced.

The other contributing socio-cultural factors of poverty are posed by Farber (1966:307-309) and Odetola and Ademola (1985:106-109). They are of the opinion that the extended family has to be understood as a social unit in response to the social-economic needs of its members. In many traditional African societies, the extended family structure acted as an effective social welfare system by providing care and support to its members in a variety of needs. The survival of the extended family rested on the cultural forces which existed during those days. Brooks and Nyirenda (1978:147) assert that these traditional practices have two important functions, namely, to provide the means through which help from others may be obtained, and provision and preservation of family, kinship and identity.

In the above scenario, the family played the role of a social institution for the survival of the society. However, it can be argued that the above traditional cultural practice, though acceptable, is likely to cause poverty in families which render such help. Such traditional practices need to be transformed and modified into a self-help social support system.

3.5 THE FAMILY AS A MICRO SYSTEM IN THE COMMUNITY

In order to address the causes of poverty, the family needs to remain a foundation. The family is a core element and a basic concept which enables the growth and the development of social life. From a child's conception until its adulthood the parent in the family plays a major role in nurturing and moulding the personality configuration of the child. The latter occurs even in a physical and social environment which is a poverty-stricken milieu. The child who is nurtured by the parent ultimately forms part of the family structure within which interactional relationships takes place. Family relationships determine the social fabric of the individual family members.

With reference to the individual's emotional status being affected by a social environment of poverty, Abels and Murphy (1996:190) associate emotional status with combined factors of low self-esteem, depression and strained family relationships. According to Abels and Murphy (1991:190) the latter factors restrict the individual's ability to take up opportunities promptly or eagerly in order to improve their living standard.

From the above context, it can therefore be argued that the family unit needs to possess the required mental and physical ability to improve the living standards of the community. Thus the family who is motivated is therefore able to advance the principles of social development which are set out in the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). If the principles of social development are advanced, poverty can be eliminated. The poor families in the neighbourhood are likely to improve their socio-economic status through self-help and self-development.

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997:53) states that economic problems within the family can create

family stress, a dysfunctional family and a breakdown in relationships. It further indicates that family dysfunction takes place when poverty is combined with environmental stress and feelings of powerlessness and frustration. Furthermore, financial, social, and emotional resources are stretched to a point where the family is unable to meet the special needs of individual members.

It is within the above context that problems experienced by the disabled, women, children with chronic diseases, the abused and the neglected, substance abusers, children with learning difficulties, street children and the poor have to be looked into. Welfare programmes that will address the special needs and problems of the above individual must then be provided.

According to the Bill of Rights (1996:6) everyone has inherent dignity and the right to have their dignity respected and protected. Everyone has a right to life. The state must respect, protect, promote and fulfil the right in the Bill of Rights. The above individuals also have special needs and their problems make them vulnerable. They therefore require special security and protection to survive like other persons in the community. In order to accommodate the above groups of people, the state has made provision for them by introducing policies and programmes that will enable them to survive in their physical and mental state. Among the programmes that are provided by the state are the institutions which are established and maintained by the state, including the social security such as grants for the disabled persons.

3.5.1 Characteristics of the family

Vilakazi (1965), states that the family is a system that operates through transactional patterns. Transactional patterns regulate family members' behaviour. She sees the family as a unit in which procreation through sexual behaviour takes place giving rise to the birth of children. The family is therefore viewed as a social unit which facilitates the process of human growth. Other major responsibilities of the family include provision of a social and psychological support, imparting social ethics as well as providing material welfare to its members. Hence the above factors are key concepts in the family's growth and development.

The family can also be characterised from an African perspective. Nghatsane (1983), Harvey (1987:697-715), Mbithi (1978:31-39) and Sithole (1987:77-82) provide some of the major characteristics of the family from an African context. They indicate that African values in socialisation lay emphases on groups rather than on the individual. The philosophical attitude of the society in African cultures is geared towards evolving a system that helps people to cope with the complexities and demands of the community. It is therefore within these complexities of life that the African values provide assistance to groups of people who are blood related. African communities are therefore inclined towards the principle of *Ubuntu* which is highlighted by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) as one of the key principles of social welfare and development. The practice of *Ubuntu* is recognised and respected in the African culture in both rural and urban communities. However, it varies depending upon the social status of the family within that community. Vilakazi (1965:15-78) provides an important characteristics of the African family. He states that the African family constitutes an example of the traditional practice of depending upon livestock and agricultural products for subsistence. Land, food and water were available in abundance. Land was allocated by the Chief who was acting as a surety in the community. For several generations in the African culture, the question of hunger and poverty never prevailed. Regarding care for the indigent, orphans and the aged, the extended family was responsible for maintaining them. The extended family provided a major social welfare resource.

Historically there was a strong feeling of solidarity and interdependence amongst family members. Colonisation, industrialisation, migration and technology have however changed the lifestyle of African families. Hence the involvement of the government in providing the basic necessities of life to the communities, through welfare policies and programmes for social development.

The family, in general, constitutes the psychological, social, economic and cultural environment in which socialisation takes place . however families, both the nuclear and extended families, adapt differently to the complexities of modern life. Coping abilities differ from family to family subsequent to their growth and development. Thus, social

welfare programmes must address the needs and demands of these diverse families living in poverty.

3.5.2 Human rights and the family

According to Desai (1991:1) human rights with reference to a family can be viewed at three levels:

- An individual's right to have a family;
- An individual's right within a family; and
- The family's rights with reference to its environment.

The issue of human rights has been addressed in the previous chapters as one of the principles behind developmental social welfare policies and programmes. The individual's right to have a family has been endorsed by the International Convention of the Rights of the Child (1998), which recognises the child's right to harmonious personality development and growth in an atmosphere of happiness, love and understanding. With regard to an individual's right within the family, the United Nations Declaration of Human Rights (1998) makes it clear that men and women are entitled to equal rights, during marriage and also after a divorce. Furthermore it is stated that marriage shall be entered into with the free and full consent of the intending spouses.

With reference to a family's rights with respect to its environment, the United Nations Declaration of Human Rights (1997) states that no one has the right to interfere with another's family and home life and therefore everyone has the right to be protected against such interference. The International Convention on the Protection of the Rights of all Migrant Workers and the Members of their Families (1998) stipulates the following with reference to family rights:

- Every family is equal in dignity and rights without distinction of race, colour language, religion, political and other opinion, national or social origin, property or other status.
- No family shall be held in slavery or servitude.
- All families are equal before the law.

- Every family has the right to freedom of movement and residence within the borders of each state.
- Every family has the right to leave any country including its own, and to return to its own country.
- Every family has the right to equal access to public services.
- Every family has the right to social security.
- Every family has duties to social security.
- Every family has duties to the community and to protect the rights of other families.
- Every family has the right to adequate housing in a healthy environment.

In conclusion, human rights with regard to families are fundamental issues. They are designed to protect the family as a unit. It should also be noted that the present government has accepted the responsibility to protect its citizens through the formulation of the Constitution of the Republic of South Africa Act 108 of 1996 which was adopted by the Constitutional Assembly.

3.5.3 Children and the family

According to the Convention on the Rights of the Child (1997), children are the future generation of any country and therefore they require proper nurturing, caring and a healthy and enriched environment to develop and grow, because they are the potential leaders of the future. There are children experiencing difficulties such as the physically and mentally disabled, those that emanate from disadvantaged backgrounds and become juvenile offenders, those that are neglected by their parents, and such other problems experienced by most children; these are the children who require protection through legislation.

According to the Conventional Rights of the Child (1997), the South African legal system has for long been inconsistent regarding the plight of children. However, the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) has addressed the problem.

According to the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) there are close to 11 million people in South Africa who are classified as the youth. Apparently, the youth represents 32,5% of the potentially economically active population. Three million of the youth is unemployed, and the rest of the youth drop out of school. The above statistics demonstrate the problem of unemployed youth who are poor and unstable socially. Problems that are experienced by most of these children are high rate of teenage pregnancy, juvenile delinquency and crime, sexually transmitted diseases, HIV/AIDS and a host of other social problems that are common among disadvantaged families and communities.

It is for the above reasons that the Convention on the Rights of the Child (1997) presents 54 articles under the following headings:

- Survival rights, which cover basic needs such as adequate living standards, shelter, nutrition and access to medical services.
- Developmental rights which include education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion.
- Protection rights guarding against child abuse, neglect and exploitation, torture, refugee children, child labour, drug abuse and sexual exploitation.
- Participation rights which involve taking an active role in the communities and nations, for example freedom to join associations and to express opinions freely regarding matters that affect them, and also to be given a chance to develop their potential in preparation for adulthood.

The above, more or less, involve the basic necessities of life which are now being entrenched in the Constitution of the Republic of South Africa (1996). An attempt is being initiated in South Africa by social work practitioners to teach young children about their rights. Workshops have also been organised in the Eastern Cape through the Mandela Children's Fund. These workshops were designed to inform children about their rights, including those under the Convention on the Rights of Children (1989;1997). However, it has also been indicated that though children should know their rights, it does not entitle them to infringe upon the rights of parents, who nurture them to fulfil their parental obligations and their primary responsibility to their own children.

Conventions on the Rights of Children (1989; 1997) are not designed to bring about conflict between parents and their children. Parents must empower their children with the potential to be self-sustainable to prevent poverty, as their children are the future leaders of the country.

3.6 EFFECTS OF POVERTY ON FAMILIES

The effects of poverty is prevalent in South Africa, and poverty affects families in rural and urban communities in South Africa. However, the research study has been done in the Eastern Cape. Hence the discussion of the effects of poverty focus mainly on the situation in the Transkei as part of the Eastern Cape. A study conducted by Frost and Mijere (1997) in Etiphini squatter camp in Umtata, Transkei is presented here.

Frost and Mijere (1997) discovered that Etiphini squatter camp in Umtata was established at a dumping site for decomposed food. The site attracted Transkei's poor families who settled there as squatters. Family members depend on the decomposed food for their daily meal.

These research findings also reveal that the informal squatter settlement at Etiphini is a health hazard, also because of overcrowding. The families living at Etiphini reveal that their settlement has been caused by poverty. Therefore it can be assumed that their relocation to Etiphini is the effect of poverty on families who require a place where they can survive.

Unemployment, which is another key determinant of poverty, is very significant in South Africa. Its significance is referred to in the Annual Statistical Report (1996/1997) and the Poverty Inequality Report (1998) which indicate that unemployment is a significant contributor to poverty. The above reports further state that unemployment in South Africa is of a structural nature due to the misallocation of resources in the apartheid economy.

The Poverty Inequality Report (1998:21 of 76) states that unemployment tends to be highest among Africans, in rural areas, among women and the youth, and also among those with no previous work experience. In utilising a broad definition of unemployment

the Poverty Inequality Report (1998) indicates that the rate of unemployment was 59% among the poorest quintile (fifth) of the population compared to 5.5% among richest quintile, 93% of the unemployed poor are Africans, 56% are female, 70% are below the age of 35, 58% are from rural areas, 50% have completed primary education or less and 72% have had no previous job experience.

The above report should be seen against the background of a country which has been subjected to a skewed allocation of resources for decades. Poverty has left an indelible mark on families, especially on Africans who have been disadvantaged for decades. It will take time for the socio-economic status of the African to improve. There is no doubt that policies and programmes currently in place will attempt to redress the imbalances. However, the gap is very wide, and requires an effective approach that would cover a wide area of poverty, especially in the Eastern Cape. Thus, it can be argued that unemployment in South Africa has to be solved by focusing on economic policies. Key approaches could be to offer short training courses to the unskilled.

The Annual Statistical Report 1996/1997 further states that job creation in South Africa is being prioritised. However, the rate at which jobs are generated is limited by an overall shortage of skilled workers and high unemployment among the unskilled.

The Census (1990) has revealed that Ciskei and Transkei in the Eastern Cape have the highest rate of unemployment. Unemployment is a source of poverty leading to feelings of shame and of being a failure in life. Families become demoralised and are unable to provide themselves even with the basic necessities of life such as food, shelter, adequate health care, education and recreational activities. Wilson and Ramphela (1989) indicate that the riots that erupted in 1981 were possibly related to unemployment. Other effects of poverty on families relate to mental illness, drug addiction, prostitution, malnutrition and family disorganisation.

The following discussion presents problem-solving strategies that can combat the above-mentioned social problems among families.

3.7 STRATEGIES TO COMBAT FAMILY PROBLEMS

The aim of the social welfare developmental strategies adopted in the White Paper for

Social Welfare (Ministry of Social Welfare and Population Development, 1997) is to bring about social change among poor and disadvantaged families through the introduction and the implementation of social welfare programmes.

The Ministry for Social Welfare and Population Development (1995) embarked on a process of reform in order to restructure the welfare system. A social development approach to welfare is centred around an equitable, fair, people-centred democratic process of rendering welfare services with stakeholders and the general public. According to the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) the process involves a new vision, goals, priorities and strategies that would ultimately change the welfare system in order to address poverty.

The apartheid system of unequal opportunities for the various racial groups in the country has created less opportunities for the Africans who occupy the lowest rank in the institutional system. Thus they have denied equal welfare rights such as access to state maintenance grants, social security, youth and aged care facilities and resources. The Welfare Update (1995:1) reporting on restructuring social welfare in South Africa, indicates that the Ministry for Social Welfare and Population Development embarked on process to fundamentally transform the welfare system in South Africa in order to redress the imbalances of the past. The latter had to be achieved by developing policy guidelines for the implementation of social welfare programmes to all disadvantaged families in South Africa. Objectives of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) have to follow the following guidelines:

- Develop policy guidelines of the restructuring of the welfare sector
- Build a national consensus on the vision, mission, goals and priorities of social welfare with the full participation of all stakeholders.
- Develop negotiated solutions to critical welfare issues.
- Reposition social welfare in line with the White Paper on Reconstruction and Development.
- Market different conception of social welfare.

The above policies and programmes adopted by the ANC government are designed to

address imbalances of the past through a fundamental transformation of the welfare system. The major goal is to develop an equitable, people-centred sustainable approach in the welfare system through social development. It also has to ensure a viable delivery system that will reach out to the most vulnerable and disadvantaged communities, especially in the rural areas.

In the above context, family problems will be tackled in the community. Social work practitioners will therefore take an active role in facilitating citizen participation among the disadvantaged communities to alleviate family problems, by making use of their knowledge and skills. Below, anti-poverty programmes are presented as a strategy to combat family problems.

3.7.1 Anti-poverty programmes

Anti-poverty programmes originated in the United States of America, (Friedlander & Apte, 1980). These programmes laid the foundation for South Africa to initiate similar programmes. The following are anti-poverty programmes that were established in the United States of America:

- The community action programme mobilises and uses the public and private resources of a community in a comprehensive approach to combat poverty.
- The job-corps, a youth programme, is designed to improve economic opportunities for young people.
- Head Start assist the disadvantaged child in a range of families' economic needs.
- Legal services are designed for low-income groups who cannot afford to utilise the services of a private attorney (Friedland & Apte, 1980:321-322).

The above programmes have provided an example for Transkei, in South Africa. They have enabled the Transkei to initiate the programmes detailed in Table 3.1 below. The programmes presented above are action oriented. They are designed to combat poverty in disadvantaged communities. They are also designed to address education for the youth, unemployment of family members, and also to provide legal services that can reach out to the low-income group of people in the community.

Table 3.1
Anti-poverty programmes in the Transkei Region: Eastern Cape

Programmes	Year start-ed	Initiator	Purpose	Area of Operation
(a) Transkei Appropriate Technology Unit "TATU"	April 1 1983	Cecil Cook, American social anthropologist in collaboration with the Department of Commerce, Industry and Tourism, Transkei	<ul style="list-style-type: none"> Job creation – to improve quality of life. Facilitate capacity building with local groups and organisations. Empower people in project implementation practical skills training and entrepreneurs skills. Apply research for development. 	28 Districts of the Transkei and Umtata peri-urban and rural communities in South Africa.
(b) Africa Co-operative Action Trust "ACAT"	1979	Van der Linde	<ul style="list-style-type: none"> Improve the material and spiritual lives of people. Promote and generate savings club for local income. Spread the Christian Gospel 	Cicira in Transkei, South Africa rural community
(c) Transkei Agricultural Corporation "TRACOR"	1981	Department of Commerce Industry and Tourism Transkei South Africa	<ul style="list-style-type: none"> Develop agriculture Increase food production Create job opportunities Encourage community development 	28 Districts of Transkei in South Africa rural communities
(d) Isimamva Community	1975	Private organisation	<ul style="list-style-type: none"> Promote self-help and self-confidence in rural communities. Sewing and chicken co-operatives Availability of loans for community members who have undergone training. 	Mt Frere in Transkei – rural community
(e) Vusisizwe Adult Training Centre	1984	Department of Commerce Industry and Tourism Transkei	<ul style="list-style-type: none"> To fight rural poverty and unemployment by training women in home craft and making crafts. Sewing, knitting home industry and gardening 	Viedgesville near Umtata, Transkei in South Africa – rural community
(f) Holy Cross Sisters group	1993	Sister Mary Paul	<ul style="list-style-type: none"> Offer food and clothing to the needy families. 	Etipini squatter settlement in Umtata – peri-urban community, South Africa
(g) Community Development Foundation	1984	Non-governmental Organisation	<ul style="list-style-type: none"> Sharing of skills Self-help Intellectual and financial resource Channel grants and loans to deserving projects and organisation 	Umtata Transkei, South Africa, peri-urban
(h) Transkei Social Workers Association "TRASWA" (Professional Association)	-	Black social workers in South Africa	<ul style="list-style-type: none"> Secure employment for school leavers in both public and private sectors Assist disadvantaged children's deprived intellectual stimulation in a range of cultural experience Bursaries for children of families. 	Qumbu, Umtata, Port St Johns and Tsolo, Transkei. NB: Operation of Head start for school leavers living in both rural and peri-urban communities
(i) Legal services programme – Advice Centre	1986	Civil Rights Lawyers	<ul style="list-style-type: none"> Assist with legal advice to disadvantaged family members 	Umtata – peri-urban setting in Transkei, South Africa

[Compiled by Mbandazayo (2001) Extract: TATU Review on Progress, 1983-1994]

In Table 3.1 above programmes established in the Transkei, South Africa, have been analysed. The reasons for providing the above details is to demonstrate their purpose in promoting quality of life in disadvantaged families living in both peri-urban and in rural

communities.

3.8 SUMMARY

Poverty is one of the most pressing problems experienced by families especially in Third World countries. Apart from the South African context of poverty, families living in other African states experience poverty.

The term has been defined in relation to the causes of poverty in families living in South Africa. More emphasis has been on families living in Transkei which is part of the Eastern Cape in South Africa. In order to combat poverty, anti-poverty programmes are addressed. These anti-poverty programmes are designed to alleviate poverty in the disadvantaged communities of South Africa. The policies and programmes designed by the post apartheid regime since 1994 are designed to bring about equality among the vulnerable and the disadvantaged communities. The latter can be achieved by providing anti-poverty programmes, that will bring about social development. In providing anti-poverty programmes, it is envisaged that poverty will be alleviated.

In Chapter 4 community work from a social work perspective will be discussed.

Models, roles and approaches of community will be discussed with illustrations thereof.

CHAPTER FOUR

COMMUNITY WORK FROM A SOCIAL WORK PERSPECTIVE

4.1 INTRODUCTION

In this chapter a clear and a broader perspective of the concepts of community work, will be highlighted. The concepts will be discussed in relation to the three models presented by Rothman and Tropman (1987). These three models, namely Model A (locality development model), Model B (social planning model) and Model C (social action model) will however not be discussed in isolation, as other models presented by Twelvetrees (1991), Lombard (1991), Weyers (1994) and others will be integrated into the discussion of the three models proposed by Rothman and Tropman (1987).

4.2 DEFINING THE CONCEPTS

The term "community work" is a broad concept, because it encompasses all forms of community work practice. According to Lombard (1991:59), Bowen Martin, Mancini and Nelson (2000) and Nghatsane (1993), community work is not unique to social work, because other disciplines also lay a claim to it. Hence Ferrinho (1981:10) argues that it would be more acceptable if it is called "community social work" to isolate it from other disciplines. However the term community work will be used in this text though the term community social work is also acceptable.

The broad concept above of community work is supported on the basis of it being recognised by the social work profession. Community work itself plays a major role in the community more than any other professional discipline.

4.2.1 Definition of community work

In defining the concept of community work it is sometimes important to state the point of departure and how the constituent parts of the concepts are to be described (Weyers,1994:18), by posing questions like "what", "who", "where", "when" and "how".

Based on the above questions, one can say that Weyers (1994) and Giarchi (2001) believe that community work is a method, which consists of processes that require the

help of a social worker. It is targeted at communities especially those that are disadvantaged. The aim of community work is therefore designed to bring about social change through the processes that are utilised. Weyers (1994) also sees it as essential to develop human potential which will help to eliminate social dysfunction, promote social justice and enhance people's problem-solving skills. Community work is also seen as a method to make people cope and be able to link consumers with resources and services. The above description of community work reflects a holistic picture of what community work entails. On the other hand Cowen (2001) and Lombard (1991:70) have decided to present components of community work which entail social needs and problems, that require a conscious planned effort which is goal directed. They also emphasise the importance of preventing social problems rather than trying to cure them, a task to be undertaken by community groups and organisations in the community. This can be achieved through self-help efforts and self-help. Through the contextual presentation of the components of community work by both authors differ in some ways, one is in a position to identify the end result of community work in its totality.

Another version of community work is given by Lombard (1991:59), who sees it as a professional approach utilised by professionals in the execution of their duties. Twelvetrees (1991:3-4) conceptualises community work as akin to a profession, whereby paid workers, using their skills are able to organise community groups in an attempt to facilitate self-help in activities that provide service delivery to meet the needs of the community. Hoatson (2001), Si Kahn (1994) and Twelvetrees (1991) seem to share similar opinions about the concept of community work indicating that professionals have the capacity to execute their duties in the communities, because they have expert skills. The above contention about a profession has a direct link to social work as a profession. These professionals are being trained in the field of community work. The knowledge and the skills required can be utilised profitably.

Lombard and Weyers' (1994) conceptual framework of the definition of community work is based on the methods and models of community work such as the residual, institutional and the developmental models. However, the developmental model has gained much recognition and is therefore relevant to the research study undertaken for this dissertation.

4.2.2 Defining community organisation

According to Rothman and Tropman (1987:4), Barbacan and Gopalkrish (2001) the term "community organisation" embraces all forms of community professional practice such as the strategies and models in social work practice. The latter will be discussed later in this chapter. Kramer and Specht (1987:4), Mizrahi (2001) and O'Donnell and Giovanuoni (2000) see community organisation as "... a practice in search of a theory". According to Si Kahn (1994) the process of community organisation includes, amongst others, the aspect of getting into the community, setting up and appointing committees, establishing a new organisation, a programme or service re-organising an existing organisation programme of service.

The above definition of the concept "community organisation" reflects the most crucial and fundamental core of community organisation in macro practice. Community organisation is a dynamic process of community activities. Dunham (1970:326) regards organisation as an aspect of "administration" which is primarily linked to organisational structures. It is within this structure that Lombard's (1991) definition above becomes relevant. The activities undertaken in community organisation cannot take place in a vacuum. Sanders (1975:446) supports the notion of a structure in community organisation. According to this point of view, community organisations from a structural approach refers to structures which exist in the community with the purpose of either coping with problems or satisfying basic community needs.

Thus community organisation as a concept is essentially related to community work. The latter has to take place by means of a process which is organised deliberately (Lombard,1991:103).

4.2.3 Community development

The term "community development" is defined by various authors with the aim and objective of providing a holistic approach to it in relation to community work as a method from a social work perspective. Potgieter (1998:244) defines community development as a process designed to create conditions of economic and social progress for the whole community with its active participation and the fullest possible reliance on the community's initiative. Lombard (1991) supports the view of a process and underlines

the fact that community development can also be viewed as a method, a programme and a movement. According to both authors community development is a collective effort undertaken on its own initiative by a community to identify needs and to formulate specific objectives to achieve the goal. Thus in the above view, community development as a process is available also to all people of any kind of political conviction (Lombard, 1991:113). In the opinion of Brueggemann (1996) community development is a method by which social workers apply techniques, develop resources and promote networks that enable a community to become a source of social, economic, political and cultural support to its people. The latter definitions conform with Lombard's (1991) view of looking at community development as a method.

Potgieter (1998:156) views it as a task undertaken by communities with the following purpose:

- "To understand the forces and processes that have made them and keep them in their state of poverty and dependency.
- To mobilise and organise their internal strength, as represented in political awareness, a plan of action based on information, knowledge and financial resources.
- To eradicate from individuals and groups the mythology that makes them participate in their own dependency and powerlessness.
- To act in restoring or developing new functions that a community performs for the well-being of its members - starting with the economising function."

Rothman and Tropman (1987:353) are of the opinion that self-help, and the development of local leadership is essential to the development of communities. The latter will make the community become aware of their plight, and in turn can participate in their own affairs. Self-generation, self-sustaining and the endurance process of growth brings about mobilisation and harmonious relationship (Khinduka, 1975:353).

Lombard (1991:119) also supports the notion that social work and community development have much in common. Weyers (2001) views community work from a dual perspective. On the one hand he sees it as a natural process, whilst on the other hand, it is a form of intervention. The term "intervention" can be inferred from Gray's (1996a:202) point of view, that social workers should seriously commit themselves to the

purpose of their profession by reaching out to the vulnerable client population.

Without any direct mention of intervention in Gray's (1996a) above statement, the act of reaching out to the vulnerable group of people in the community can be assumed to be interventive.

Potgieter (1998) proposes a set of principles which are basic to the development needs of the poor. They can be summarised as follows:

- Concrete needs such as the basic necessities of life, like food, shelter, water, clothing, happiness and personal worth are essential factors to the poor.
- Development relies on a process of collective effort and participation.
- Community development relies on the participation and co-operation of every citizen in the community.
- Community development empowers people by giving them knowledge and the skills which facilitate progress and social change.
- All projects and programmes are expected to take place in the community through the effort of individual citizens.
- Community development is designed to transform rather than to conform.
- Community development requires openness and simplicity in order to accomplish solutions.

The above set of principles is also supported by Compton and Galaway (1993:222) and can therefore be regarded as guidelines which will enable people to understand community development.

4.2.4 Community work models

In this part of the chapter, the three models namely Model A (local development), Model B (social planning) and Model C (social action) as proposed by Rothman and Tropman (1987) are to be discussed as the function for further development of the approaches, strategies and methods of community work. Weyers (1999) is one of the authors who proposes a new model, namely, the social marketing model, which will be discussed later in this text. The phases of the community work process will be highlighted with reference to the models, including the role played by a social worker.

A summary of the three models as presented by Rothman and Tropman (1987:10) are set out in Figure 4.1 below.

SUMMARY OF THE THREE MODELS OF COMMUNITY WORK			
	Model A (Local Development)	Model B (Social Planning)	Model C (Social Action)
1. Goal categories of community action	Self-help, community capacity and integration (process goals)	Problem-solving with regard to substantive community problem (task goals)	Shifting of power relationship and resources, basic institutional change (task or process goals)
2. Assumptions concerning community structure and problem conditions	Lack of relationships and democratic problem-solving capacities, static traditional community	Substantive social problems, mental and physical health, housing and recreation	Disadvantaged populations, social injustice, deprivation inequity
3. Basic change strategy	Broad cross section of people involved in determining and solving their own problems	Fact gathering about problems and decisions on the most rational course of action	Crystallisation of issues and organisations of people to take action against enemy targets
4. Characteristic change tactics and techniques	Consensus communicator among community groups and interests, group discussion	Consensus and conflict	Conflict or contest; confrontation, direct action and negotiation
5. Salient practitioner roles	Enabler, - catalyst, co-ordinator; teacher of problem-solving skills and ethical values	Fact gatherer and analyst, programme implementer and facilitator	Activist advocate; agitator broker, negotiator, partisan
6. Medium change	Manipulation of small task-oriented groups	Manipulation of formal organisations of data	Manipulation of mass organisations and political processes
7. Orientation towards power structure	Members of power structure as collaborators in a common venture	Power structure as employers and sponsors	Power structure as external targets of action, oppressors to be forced or overturned
8. Boundary definition of community client system or constituency	Total geographical community	Total community or community segment (including "functional community")	Community segment
9. Assumptions regarding interests of community subparts	Common interest or reconcilable differences	Interests reconcilable or in conflict	Conflicting interests which are not easily reconcilable, scarce resources
10. Conception of client population or constituency	Citizens	Consumers	Victims
11. Conception of client role	Participants in an inter-actional problem-solving process	Consumers or recipients	Employers, constituents and members

[Source: Rothman & Tropman, 1987:10]

Figure 4.1: Three models of community organisation practice according to selected practice variables

The above three models have a contemporary significance and will be analysed in such a way as to demonstrate their importance to community work (Rothman & Tropman, 1987:5).

4.2.4.1 Local development model (Model A)

The model proposes that goal-directed community groups organise themselves in order to participate as citizens of that community in bringing about social change. According to Dunham (1970) the above situation can be regarded as a democratic process because of its voluntary and co-operative self-help nature. It is an informal helping network activity which presupposes that the community groups are initiators of the programmes which will solve their felt needs at grassroots level (Rothman & Tropman, 1987:5). Such group initiatives are supported by Twelvetrees (1991) and Lombard (1991) who maintain that the idea of group orientation is an effective process to undertake. They maintain that the collaborative effort and common interest of local citizens facilitate social change in their own environment. Twelvetrees (1991) is of the opinion that a community worker can do very little to motivate community members in their own communities, because change requires power and legitimacy of an organisation. Twelvetrees' (1991) opinion can be understood only in the context of a community worker who has limited knowledge and skills to motivate the community members in their activities. It can be argued that the same community worker is the one who possesses the capacity, through his knowledge and skills, to organise the community members to form small task-oriented groups at grass-roots level. Dunham (1970) and Rothman (1987) realise the role that can be played by a social worker as a community worker in facilitating peoples' efforts at self-help.

According to them, social workers are trained to operate at all levels of social welfare. In support of the above statement SHARE can be cited as an example. SHARE stands for Self-Help and Resource Exchange and is a project initiated by KwaNobuhle, Uitenhage communities in the Eastern Cape with the help of a local social work practitioner - currently the Director of SHARE.

The social work practitioner utilised her knowledge and skills by making use of processes, methods, techniques, strategies and models to motivate the communities in

setting up small task-oriented groups. These groups were able to establish a SHARE project with various programmes. The community is actively involved in sustaining the project with the expert advice of the social work practitioner.

The salient practitioner's role has enabled the community task-oriented groups to solve their community problems. In the opinion of Rothman and Tropman (1987:10) the social work practitioner has been an enabler, a catalyst, a co-ordinator, and a teacher of methods of solving problems, making use of ethical values as determined by the democratic principles of her profession. He/she empowers community groups to establish support networks. Lombard (1991:146) and Weyers (2001) are of the opinion that the above process can be called "a mode of intervention".

The local development model proposes that community members have the capacity to work together as a team, provided these community members are assisted by a competent community worker. The local development model is therefore a leverage for disadvantaged communities to meet their felt needs through the process of self-determination and self-help.

The above locality development model (community development model) has its support from the current models of community practice for social work as proposed by Weil and Gamble (1995:580). They propose eight models of which the following four have a direct relationship with community work models namely:

- **Neighbourhood and community organising model**

The model has the desired outcome of developing the capacity of community groups to organise and bring about social changes in a broader spectrum of the community. They have also been empowered with the skills to liaise with external role players such as, for example, the Municipality, which can help them acquire housing facilities and other resources that are needed in the local community.

- **Community social and economic development model**

The community social and economic development model presupposes that development has to take place at grassroots level to enable citizens to make use of social and economic investments. It also envisages that support services will enable

the low income marginalised and oppressed groups to sustain themselves through these investment programmes.

- **Programme development and community liaison model**

The programme development and community liaison model facilitates expansion of the programme in order to improve community services. The latter can be achieved by the ability to compile funding proposals for agency funding of its programmes. These programmes are therefore expected to be available at local levels of specified communities.

- **Coalition model**

The coalition model is about groups that will be provided with the capacity to build a multi-organisational base. From the latter, mediators, negotiators and spokesmen are elected by community groups to negotiate for their own rights at community level.

The above models as proposed by Weil and Gamble (1995:580) highlight key areas that are essential in the community development model at local level. It is essential that communities be self-sufficient and self-determined in order to help themselves. Self-help is the key concept in community development. Lombard (1991) and Weyers (2001) are of the same opinion, as are other authors such as Dunham (1970), Rothman and Tropman (1987) and Weil and Gamble (1995). The community development model is based on the premises that community members are to develop their own support systems in order to eliminate the obstacles that impede their progress.

Community members also need to be empowered with the capacity to negotiate with government and non-governmental agencies as Weil and Gamble (1995) suggest. The idea of community task groups is crucial in the allocation of tasks and for cost effectiveness. Nghatsane (1993), Kline, Dolgon and Dresser, Zachar (1999) and Weyers (2001) also cite the involvement of a local leader who will be able to follow through democratic procedures and be able to facilitate participation of the community members.

Twelvetreets (1991) also supports the idea of working with groups, and sees it as a

useful tool to bring about social change. A community worker can qualify to lead community members, because he/she has the required knowledge and the skills. Weyers (2001) indicates that community sub-systems (sub-groups) have communal interests.

4.2.4.2 Social planning model (Model B)

In figure 4.2 Rothman and Tropman (1987) present Model B as a social planning model, which proposes that communities have social problems that require planned solutions. They might be substantive social problems, mental or physical health problems, housing or recreation problems. In the opinion of Weyers (2001), the above model presupposes that the level of functioning in the community requires a resource of a facility that will be compatible with the nature of the social problem prevailing in the community.

Weyers (2001) supports the suggestions of Rothman and Tropman (1995) with regard to the social planning model. A need assessment survey will be the best option for collecting data, for fact finding, to analyse the data, to determine an appropriate service and for the delivery of the required goods or services. Sheafor, Horejsi and Horejsi (2000:79) see the social planning model as a strategy that focuses on specific social problems such as crime, inadequate housing, lack of health care and other social problems likely to prevail in the community. The social model which is presented by Sheafor *et al.* (2000) presupposes social change, but this change is dependent on an external support system such as a government agency or an organisation related to the social problem. Thus the model does require a dynamic force from within the community, for example, an influential person who possesses the capacity to negotiate with an external force who provides the needed facility or a resource to bring about the change (Sheafor *et al.*, 2000). It will also be necessary to integrate the eight previously mentioned models of community practice for social work as proposed by Weil and Gamble (1995) into the three basic models cited by Rothman as proposed by Rothman and Tropman (1987). They are set out in Figure 4.2 in chronological order and are related. The following two models are discussed and it is explained how they correspond with the social planning model of Rothman and Tropman (1987).

Comparative characteristics	Neighborhood and Community Organizing	Organizing Functional Communities	Community Social and Economic Development	Social Planning	Program Development and Community Liaison	Political and social action	Coalitions	Social Movements
Desired outcome	Develop capacity of members to organize, change the impact of citywide planning and external development	Action for social justice focused on advocacy and on changing behaviors and attitudes; may also provide service	Initiate development plans from a grassroots perspective; prepare citizens to make use of social and economic investments	Citywide or regional proposals for action by elected body or human services planning councils	Expansion or redirection of agency program to improve community service effectiveness; organize new service	Action for social justice focused on changing policy or policy makers	Build a multi-organizational power base large enough to influence program direction or draw down resources	Action for social justice that provides a new paradigm for a particular population group or issue
System targeted for change	Municipal government; external developers; community members	General public; government institutions	Banks; foundations; external developers; community citizens	Perspectives of community leaders; perspectives of human services leaders	Funders of agency programs; beneficiaries of agency services	Voting public; elected officials; inactive/potential participants	Elected officials; foundations; government institutions	General public; political systems
Primary constituency	Residents of neighborhood, parish or rural county	Like-minded people in a community, region, nation, or across the globe	Low-income marginalized, or oppressed population groups in a city or region	Elected officials; social agencies and interagency organizations	Agency board or administrators; community representatives	Citizens in a particular political jurisdiction	Organizations that have a stake in the particular issue	Leaders and organizations able to create new visions and images
Scope of concern	Quality of life in the geographic area	Advocacy for particular issue or population	Income, resource and social support development; improved basic education and leadership skills	Integration of social needs into geographic planning in public arena; human services network coordination	Service development for a specific population	Building political power; institutional change	Specified issue related to social need or concern	Social justice within society
Social work roles	Organizer Teacher Coach Facilitator	Organizer Advocate Writer/ communicator Facilitator	Negotiator Promoter Teacher Planner Manager	Researcher Proposal writer Communicator Manager	Spokesperson Planner Manager Proposal writer	Advocate Organizer Researcher Candidate	Mediator Negotiator spokesperson	Advocate Facilitator

[Weil & Gamble, 1994]

Figure 4.2: Current models of community practice for social work

- **Organising functional communities model**

The organising functional communities model which is revealed in Figure 4.2 in the second column suggests action for social justice which may be undertaken by a influential person. This person is expected to advocate on behalf of the community with reference to their community needs. A social worker, as suggested by Weyers (2001) can be an appropriate advocator, since he/she has the professional knowledge and skills to approach the government, an organisation or an institution for help.

- **Social planning**

The social planning model appears in the fourth column in Figure 4.2. It suggests that an elected body, or human services planning councils or a researcher can take action on behalf of the communities with regard to their felt needs. The facility to be provided can be a specific resource relative to the community's needs.

In Figure 4.2, the models that have been identified in the social planning model purport to account for each desired goal and is targeted to bring about changes in the community. Weil and Gamble (1993), Weyers (1999:140), Sheafor *et al.*, (2000:79) propose that a social worker, who has expert research skills to carry out a need assessment survey, make use of the social planning model. The various steps that the social worker will take will be discussed later in this chapter.

4.2.4.3 Political and social action model (Model C)

In Figure 4.2 the political and social action model in column 6, proposes social action in order to have access to resources. The disadvantaged or the oppressed groups should demand facilities that are lacking in their communities, for example, access to water, sanitation and other amenities. They should engage in protest marches, mass action, picketing and sit-ins if their voice is not heard. The purpose of protesting in the above matters is to bring pressure on selected targets such as welfare departments, municipalities and others (Rothman & Tropman, 1987:10). According to Weyers (2001), the political and social action model has more of a power than a problem focus and is confrontational because those in control cannot relinquish their power (Sheafor *et al.*, 2000:80).

According to Lombard (1991:134) and Sheafor *et al.* (2000), the social action model is based on the premise that organisations, communities and countries are structured hierarchically. Thus, the oppressed group is determined either to change the policy and practices of a single formal system, or restructure the entire community or a country. Cosatu, an organisation of the working class in South Africa and affiliated to the ANC organisation, engaged in mass action in August, 2001. They were protesting against the privatisation of institutional assets as proposed by the ANC government (*Sunday Times*, August, 2001). The above state of affairs is a practical example that demonstrates the political and social action model as proposed by Lombard (1991).

The social movements model, as proposed by Weil and Gamble (1995) is demonstrated in Figure 4.2 on the eight column. This model proposes social action in order to bring about social justice to all population groups within the society. The social worker is expected to play an advocacy and facilitator role in order to assist the oppressed.

The three models that have been presented by Rothman and Tropman (1987:10) have created a foundation for other authors upon which to build the existing models.

- ***Social marketing model***

Weyers (1994:194) has consequently presented a new version of a model, namely, the social marketing model, a new concept which has not been identified by other authors in the text. According to Weyers (1994), the social marketing model proposes that a practitioner play a directive and controlling role. In Figure 4.3 below, the components of the social marketing process as conceptualised by Weyers (1994) are briefly presented. They have been combined with the general marketing planning and implementation process in order to present general guidelines for the application of social marketing.

SOCIAL MARKETING PROCESS	
Step 1: Do a situational analysis Task 1: Analyse expectation Task 2: Do an environmental analysis Task 3: Do an organisational analysis	Step 2: Identify and analyse impediments Task 1: Select product category or broad target group Task 2: Choose a bases/bases for segmentation Task 3: Select segmentation variables and formulate segmentation matrix Task 4: Evaluate market segments Task 5: Select target markets
Step 3: Formulate a marketing plan Task 1: Formulate the marketing goals Task 2: Develop the marketing programme Task 3: Put marketing plan in writing	
Step 5: Do programme evaluation and a marketing audit Task 1: Undertake programme evaluations Task 2: Do a marketing audit	Step 4: Implement the marketing plan

[Weyers, 1999:195]

Figure 4.3: Components of the social marketing process

Step 1: The first task in Figure 4.3 is to analyse the market-related expectations. The analysis will help determine parameters for further action. Secondly, a broad environmental analysis from a macro environmental perspective is important to determine the major demographic factors such as economic, social, ecological, political, legal, technological and culture trends that may affect the community. Thirdly, it is essential to analyse the organisation itself in terms of its strengths and weaknesses.

Step 2 identifies and analyses constraints that may interfere with the selection of abroad target group. Identification of such a group will help in marketing an appropriate health care strategy. It will also be helpful to prioritise the essential health care facilities which will be appropriate to an organisation.

Step 3 has to formulate and develop a goal-oriented work-plan in writing.

Step 4 is the stage for marketing the plan and Step 5 involves evaluating the marketing plan (Weyers, 1999:192-217). The above model is complemented by the phases of the community development process which will be discussed later in this chapter.

- ***Community education model***

Weyers (1999) and Lombard (1991) have also presented a community education model. However, Weyers' (1999:164) approach differs from the community education model that is presented by Lombard (1991:137). Weyers has decided to follow the pattern of the various steps utilised in the social marketing model which has already been discussed in this text, and will not be discussed again. Lombard (1991:137) states that the social community education model has received very little attention in the overseas literature. Lombard (1991) postulates that the aim reason for the above state of affairs may be attributed to a large extent to the dire need for community education in South Africa, purported to be a third world country compared to the first world countries abroad. However, it can be argued that the state of affairs may have been dictated by historical events or the development of social work and community work which started in Great Britain, and the United States of America, and lastly in South Africa. Therefore it is wonder that South Africa is lagging behind in the community education model. Lombard (1991:137) highlights the major aims of the community education model. She indicates that the nature of the community education model is to bring the community members together for purposes of equipping them with the necessary skills to develop skills to develop their community.

Finally, the models presented above highlight the importance of community work, and how it has contributed to the development of social work, especially in South Africa. It can be indicated that the models are exhaustive, as new models develop with the advancement of scientific research.

It has also been established from Weyers' (1999) community marketing model that there is a direct relationship between the said model and the phases of the community work

process. For further clarification of the models, the phases of the community work process will be presented below.

4.3 PHASES OF THE COMMUNITY WORK PROCESS

In this section of the chapter the phases of the community work process will be discussed, because they occupy an important position in the models discussed above.

According to Potgieter (1998:245) the process of community work entails a collaborative relationship between the professionals and the community. Van Dyk (1996:25) believes that social workers therefore are appropriate professionals because they have the knowledge and the skills to enter the community and collect data designed to assess the needs of the community. Henderson and Thomas (1991) offer the following phases which can be utilised by a social worker:

4.3.1 Step 1: Entering the community

The act of entering the community requires a professional approach to fact finding. Several authors are of the opinion that a social worker has to approach the most influential person in the community in order to start working with the communities.

Fact finding in the neighbourhood has the following features:

- It is a specific and systematic activity that seeks to avoid haphazardness and vagueness. It is informed by purposiveness and is guided by the workers' objectives.
- It relates to a defined problem, issue, locality or group. and is directly concerned with the here-and-now situations of community residents.
- It is as objective, and free from bias and partiality as possible. It can therefore be expected that fact finding can yield conflicting or controversial opinions in terms of community interest and values.
- It is carried out with the intention of putting the findings to some use. Data gathering is not yet a sociological study but it is intended to be applied to, based on results or findings of the data collection (Henderson & Thomas, 1987:54-55).

The above features highlight major areas of concern in fact finding and data analysis. One has to realise that data is collected for reasons which may involve the need to

understand the community, its people and environment, their needs, problems, interest and values.

Homan (1999), Twelvetrees and Lombard (1991) and Murray and Greer (1997) hold the view that entering the community involves analysis and planning which focus on making contact, in order to understand people's feelings. In the above context, community workers will be concerned with specific problems, such as homelessness, drug abuse, battered women, the physically handicapped and the disadvantaged groups.

4.3.2 Step II: Needs assessment

Once contact with the community members has been established, the next phase is to identify their needs and the problems which influence their lives economically, politically and culturally. The community worker has to help bring people together, so that they can function collectively, by identifying the objectives, choosing priorities and evaluating alternative approaches (Nghatsane, 1993; Si Kahn, 1994; Murray & Greer, 1997).

Henderson and Thomas (1987) provide key principles for assessing the need in the community. They discuss questionnaires and focused interviews. Questionnaires may be structured and can be administered either by post or during face-to-face interviews.

The above approach requires the participation of a community worker who has entered the community to assess the community needs. Community workers make use of the tools that have been designed by themselves. With regard to respondents, it is essential to make use of a sampling method which will be suitable to obtain an inference of the community's needs and problems. Sampling is essential, since a community worker cannot interview each and every individual in the community. Zachary (2000) and Warren and Warren (1989:36) hold the view that group discussions are one of the most effective ways of collecting data, in the sense that a community worker is able to get feedback from a group of people. The worker can listen, observe and make suggestions on the spot. In this way the worker gets a chance to get to know the group participants and may even find out where they live.

4.3.3 Step III: Planning for action

Once the community members are organised and their needs and problems have been identified, the community worker is then able to gather data, and analyse it for a plan of action. The information gathered is then assessed objectively and subjectively by the community worker, utilising his or her value system regarding what motivate people in the community and the likelihood of success. A plan of action is then pursued with the community members. The community worker is able to identify potential leaders in the community who possess the potential to facilitate planning for social action. Warren and Warren (1989) suggest that key individuals be selected on the spot. They indicate that these key informants could perform their roles immediately after selection. They could start calling meetings and make various arrangements in the presence of the community worker.

4.3.4 Step IV: Implementation of planning

The fourth phase involves the implementation of the plan of action.

The community worker analyses data gathered with a view to interpret the findings.

According to Hardina (2000), Gutierrez and Alvarez (2000) and Henderson and Thomas (1987), there are two major aspects of the interpretation of data. First, the data must be scrutinised in relation to their validity, reliability, and relevance. The community worker then has to decide which data ought to be put aside, and which data can be utilised as a basis for decisions about work. Conflicting and contradictory information need to be evaluated.

Second, the data have to be partialised in order to be to discern the various issues, trends and relationship that it contains. The community worker must thus analyse and interpret the data and write up findings based on the data. Decisions are then taken by the community worker based on the results of the data. After that, the community worker can implement the plan. Report writing affords the work ample opportunity to plan programmes and activities to be undertaken. All projects must be supported by documents that are kept for future referrals. Members of the community, in taking decisions about projects to be implemented, are likely to differ with respect to the prioritising of the various problems for problem-solving. Problem-solving is the most

crucial stage, which requires expert professional skills and advice to enable the community to handle diverse solutions to problems. Some communities might feel the issue of better housing needs more urgent attention than day care centre. Other families may feel more strongly about personal problems than about solving community problems during this stage of implementing programme activities. This stage might be quite complicated for an untrained worker.

Powell (1999), Nghatsane (1993), Si Kahn (1994) and Henderson and Thomas (1987) consider planning as a purposeful and conscious act, involving anticipation of the future.

The community worker must never lose sight of the fact that he/she is a facilitator, enabler, and an educator. The worker has to set goals and priorities with regard to the following:

- choosing which of several "competing" neighbourhoods or small geographical territories to focus on, in respect of the problems and issues previously identified;
- choosing which of the number of existing groups and organisations to work with, if any/ and /or establishing new residents' organisations;
- deciding how to respond, if at all, to the demands made by his/her own agency.
Here the community worker will be focused on the neighbourhood, and how much change and development can brought about.
- deciding which of the identified problems/issues the worker will choose to pursue;
- getting a mandate and the resources from the agency for pursuing solutions to various problem areas;
- making decisions on goals and priorities based on the community's experience skills and interest.

The community worker's own values and interests are an important element in establishing priorities and making choices; the worker's values are likely to conflict with the values of the community members and/or the agency-determined priorities. The resolution of such an impasse can be achieved through a political and value-oriented dialogue. However, at the end of the day, the agency manager, likely to be the community worker, may use his/her authority to make the final decision (Henderson &

Thomas, 1987:100-101; Potgieter, 1998; Brueggemann, 1996; Babacan & Gopalkrishnan, 2001; Giarchi, 2001).

Values and belief system are also important. It is therefore the duty of the worker to consider value and interest that may impede progress. Societies differ in terms of their interest. Hence, it is of utmost importance to identify the interests and values of a community.

At a certain point in the process, the community worker needs to leave and move to other communities. At that point, it is envisaged that community members should be able to carry on with the programmes unassisted. The community should have a sense of responsibility and accomplishment and the vision of the future should be clear.

In this regard Brueggemann (1996:201) can be quoted as follows: "By staying in the community past the time for him to leave, the organiser inhibits the development of community leadership and independence. It is important for poor people to become free, not only of their dependence to the organiser. It can be as harmful to a community for an organiser to stay after he has completed his job as for him to leave before he has finished it." However, before a community worker leaves, he/she has to assess the work done so far so as to gain an insight into the extent of goal attainment.

Termination of a project depends upon the nature of a project. Some of the projects are of short-term duration and others are of long-term duration. For example, the SHARE organisation is of long-term duration, and has been operating since 1989. The social worker who has been instrumental in facilitating its existence is the Director of the project.

Thus evaluation of such a project needs revisiting. Evaluation of such a project requires intermittent assessment throughout its existence.

4.3.5 Step V: Evaluation

This is the final phase of the community work process. It involves evaluation of the project in terms of assessing goal attainment.

According to Brueggemann (1996:201) and Babacan and Gopalkrishnan (2001) the following pointers can be used to determine the extent to which the community worker has reached the intended goals:

- **Members** - Do members identify themselves as victims and have they played a victim's role, or have they gained confidence, empowerment, and control over their destiny?
- **Leadership** - To what extent have community leaders emerged? Do these leaders act on behalf of the community, encouraging a broad transparent participation or do they adopt oppressive tendencies?
- **Organisation** - Does the community organisation operate independently? Are its members motivated to engage more community members to help grow and develop the organisation?
- **Accomplishment** - How many goals has the organisation met? How effective are the tactics that the organisation has utilised? How does the organisation handle handicaps and has it succeeded in fighting the barriers?
- **Politics** - How effective does the organisation work with officials? Has the organisation been instrumental in proposing initiatives and campaigns to bring about changes in government policies?
- **Power** - Is the power structure responsive to the community's political strength? Does the power structure recognise the organisation as effective in representing the needs of the community? How many organisation members occupy a position of leverage in the power structure?

The above evaluative strategies need to be documented for future use. The community worker has to discuss these issues with organisational members.

The members' awareness of areas of weakness as well as strengths need to be enhanced. The worker's vision for tackling some of the future problems also needs to be

shared with influential members. However, the community worker has to let the members know that he/she will always be available, should they need help, although it is essential that they stand on their own feet to enable the organisation to grow and develop. It must be strong and viable enough to improve the social lives of the community. Through their co-operative relationship, the community members are bound to succeed.

Finally, the five steps presented above will have an impact on the success of any organisation. Empowerment and self-determination are the key concepts towards self-development. Oppressed people need to initiate social action in order to achieve their socio-economic and political goals.

4.4 ROLES OF THE COMMUNITY WORKER

So far the role of a community worker has been discussed earlier in the text. It is of interest to present the role of a community worker which is crucial in social development.

According to Lombard (1991); Weyers (1999) and Nghatsane (1993), there are two factors that influence the choice of roles that the community worker has to perform. In choosing these roles it is necessary to look at the tasks and functions that are expected of a social worker in the execution of the community work process. The question therefore arises whether the social worker has to play the role of a social worker in managing a project. Two approaches that will have an influence on the choice of the roles are discussed below. They are the non-directive and the directive approaches.

4.4.1 Roles according to the non-directive approach

The non-directive approach aims to assist the community to help themselves rather than do things for them. The community worker therefore stimulates communities to become self-determined. According to the non-directive approach, the roles of the community worker may vary from being objective, cultural or democratic and include the following roles:

- **Interpreter** - It is expected that the community worker has to play the role of

interpreting the processes to community members of starting a project and following the various phases and steps to be taken. Again, the community worker has to interpret the data gathered during interviews conducted in communities.

Interpretation of the processes of starting a project to the community is essential and helps the community to understand the projections of the project including the steps to be undertaken.

- **Communicator** - The community worker has to relate to those influential members of the community in order to reach out to the entire community.

Being a communicator enables him/her to interpret the situation in a more specific manner.

Communication is one of the most influential approaches in community work, because it enables a community worker and the community to exercise direct contact. Communication also enhances progress and social change.

- **Enabler** - One of the most widely recognised concepts in social work is the ability to facilitate progress, providing an impetus that will enable community members to participate in their own communities. A community worker becomes an "enabler", encouraging members of the disadvantaged groups to do something about their felt needs. Skidmore and Thackeray (1996) and Nghatsane (1993) are authors who emphasise the importance of a social worker as an enabler.

An enabler is necessary in community work because it facilitate progress and help community members to participate as change agents.

- **Guide** - The term "guide" is self-explanatory and it indicates that the professional has to provide guidance to clients. In community work, members of the community are guided towards the development of their own communities in order to improve their social lives.

Guiding the community helps in facilitating the right direction towards achieving the

goal.

- **Facilitator** - This is a term that is often used in the text, because it forms the basis of the role of a community worker. In community work it is a broad-based term because all the phases and steps that have already been discussed are only possible if channelled by facilitation.

Facilitator is a term that helps the community to be dynamic.

- **Encourager** - The term "facilitator" and "encourager" are synonymous terms, and therefore what has been discussed under "facilitator" also refers to the concept of "encourager".

Encourager is used interchangeable with a facilitator. Thus it is expected that a person who encourages the community provides power to the disadvantaged communities so that they can be active enough to participate in the project.

- **Catalyst** - This is a term that describes the process of changing something from a less advanced stage to an advanced stage of development. Thus, a community worker, in engaging on the various processes of community development, is regarded as a catalyst, because his/her intervention sets everything in motion for goal attainment. Catalyst accelerates progress towards achievement of a goal.
- **Mediator** - In the process of being a catalyst, the community worker collaborates with community members who could be expected to come into conflict at times. The community worker has to mediate so that processes can carry on without being interfered with (Lombard, 1991:169; Potgieter, 1998).

Mediator is thus seen as a term that allows a community worker to assess advise and on the on-going processes.

The above roles can be interchangeable depending upon the given situation. For the same reason the choice of roles is subject to certain factors such as the environmental forces likely to impede progress.

4.4.2 Roles according to the directive approach

The directive approach is more vibrant and active than the non-directive approach. It constitutes a direct involvement on the part of the community worker. According to Lombard (1991:169) the following roles conform to the directive approach:

- **Stimulator** - The term "stimulator" can be interpreted in various ways. However, the community workers' interpretation of a stimulator has to be focussed on the progress made by the organisational efforts. Being a stimulator in the latter capacity simply implies doing something vigorously to bring about social change. Community workers' stimulation is essential in facilitating dynamic force.
- **Organiser** - The term "organiser" is the most common term utilised in community organisation. A community is organised to implement programmes that will help improve the social lives of the people.

Most authors such as Cox *et al.* (1987), Lombard (1991), Twelvetrees (1991) and Weyers (1994) have defined community organisation in a broader perspective of macro social work practice, which involves consideration of policy and administration. However, the community organisational area is differentiated further from the practice of community work. For example, Rothman and Tropman (1987) consider community organisation as a perspective on social intervention, including the variant models within that practice.

- **Negotiator** - Negotiation spells out clearly that a community worker has to negotiate with various stakeholders in the community if he/she has to initiate a project. Twelvetrees (1991), Hoatson (2001) and Brueggemann (1996:161) hold the view that it is a good idea if the community members decide on their own to negotiate with the community worker. They are able to negotiate based on their ideological views, values and interests.
- **Advocate** - Advocacy is often practised by social workers in every day practice. However, most social workers advocate without realising that they are utilising the essential professional skill of advocacy. As a community worker, advocacy is closely linked to "communicator" because of the type of skills involved.

A community worker advocates on behalf of the community members or an organisation which operates in a community for example by applying for project funding.

- **Expert** - The term "expert" refers to the knowledge base that is being utilised in any community. A community worker is regarded as a professional helper and an expert on account of his/her professional skills and knowledge accumulated at school and through community experience.
- **Activist** - The term activist is used by Brueggemann (1996) to describe social workers who challenge the existing order of things by taking direct action against perpetrators of injustice and social inequity. Through confrontation, activists help people take over or influence the power structure by means of persuasion, political action, or power tactics. Social action is the major weapon of social activists. Social protest is therefore an important form of social action for purposes of bringing about social change (Lombard, 1991; Weyers, 1999; Giarchi, 2001; Nghatsane, 1993).

The above directive approach cannot be regarded as absolute. It has to be taken into account that a community worker's role can present itself differently depending upon a given situation.

4.5 SUMMARY

Social work from a social work perspective examines the models to be utilised and the role played by a community worker. Community work as a concept has been discussed in relation to community organisation and community development. The role of a community worker has been presented by highlighting the various approaches that are utilised in the various processes of the development. In Figure 4.2 Weil and Gamble (1994) has identified two models namely, organising functional community model and social planning model. Community workers make use of non-directive and directive approaches. These approaches have enabled community workers to reach their goals.

In Chapter 5 to follow, the role of a social worker in managing a community project will be discussed with reference to administrative and professional functioning of a social worker.

CHAPTER FIVE

THE ROLE OF THE SOCIAL WORKER IN MANAGING A COMMUNITY WORK PROJECT

5.1 INTRODUCTION

In this chapter an attempt is being made to address the role of the social worker in managing community work project. This chapter is most crucial and fundamental to this study, because the contents of the chapter itself form the theoretical base of the case illustration of the empirical study.

Social workers who are managers of community work projects are expected to play a major role in the management of community work projects. They are further expected to possess the required knowledge and the skills not only in organising the community, but also in organisational policies and procedures. Thus, social workers who are managing community work projects are to possess the capacity to delegate and to co-ordinate resources. Cox *et al.*, (1987:423) are of the opinion that, if a social worker occupies the position of a manager, this worker also has to focus on the development and maintenance of the staff members or task team in the case of a community work project and render to some form of human service.

In this chapter, the contribution and the role of a social worker in managing a community work project will be described with a view to highlight major areas of management in the practice field of social welfare administration. The definition of the terms "administration management" will be described to clarify the confusion that may exist between the terms "social work administrator" and "social work manager".

In the design stage the objectives and the goals of the programme will be identified within the management task of planning and organising. Assessment of community needs, setting objectives and determining resources will form part of the design stage of the project. The latter phase will be followed by the implementation stage.

Roles, models and functions of the social work manager will be discussed with reference to policy formulation and leadership style. Feedback and evaluation of the project will be detailed. The above will be discussed in relation to the project which, for the purpose of research, was chosen for this study.

5.2 DEFINITION OF THE ADMINISTRATIVE FUNCTION

The definition of the administrative function in a welfare organisation poses confusion with regard to the terms "manager" and "supervisor". The confusion arises when one has to decide on categorising social workers who manage welfare organisations or act as managers of projects in the organisation. Berliner (1979:5) indicates that supervisors are at the first level of management in a welfare organisation, and are responsible for non-managerial employees. At a higher level than the first level of the organisation, managers are responsible for the supervision of managerial and supervisory employees. Kadushin (1992:22) defines a social work supervisor as an administrative staff member of a welfare organisation, who has the authority to delegate, co-ordinate and evaluate the work of a social worker. Furthermore, the supervisor is responsible and accountable for all the work to be performed by social workers in an organisation. The same applies to a social worker who acts as a manager of a project. Austin (1981:11) and Kadushin (1992:22) emphasise three major functions of supervision, namely, the administrative, educational and supportive functions of supervision. For the purpose of this study, the administrative function is the major focus in this chapter in which the role of a community worker as a manager of a project is discussed. According to Middleman and Rhodes (1985:3) the administrative function must be effective and accountable and focussed on the welfare organisation's need and for the purpose of this study, the community's needs.

The administrative function is thus viewed as the activities of planning, organising, controlling and making decisions as regards the allocation of work in the community work project. Social workers who are managers in welfare organisations or managers of community work projects delegate the authority and monitor the work done. Cronjé (1986:12-13) indicates that the administrative function of supervision involves the

implementation of the functions of management, namely planning, organising and controlling which is designed to accomplish organisational objectives or the objectives of a community work project. Patti (1983:34-38) is also of the opinion that the above functions form part of the managerial activities and tasks undertaken by social work managers. Patti (1983:24) goes further to define administration as a broad and inclusive term characterised by a co-operative and co-ordinated endeavour involving all members of an organisation or task team members of a project.

Each member contributes differently to the processes of goal formulation, planning, implementation, change and evaluation. In a way, the above definition presupposes that administration highlights a method of practice which involves a systematic, interventive process, consisting of interdependent tasks and functions, designed to achieve specific objectives and goals. The objectives and the goals of the project can be attained by evaluation and feedback. Skidmore (1990:2-3) supports the above definition of administration, and considers the term as a two-way process of transforming social policy into social service, in harnessing internal relationships and activities with the outer forces.

Skidmore (1990) also sees administration as a continuous dynamic process, which purpose is to achieve the specific objectives and goals set out by the planning phase.

From the above definition of administration, supervision and management, one is in a position to realise that the above terms are used interchangeable. Patti (1983:25) holds the same view. However he is of the notion that the term "administration" enjoys much wider usage than management. Nevertheless, the confusion that is likely to occur has been diffused by the above usage of these terms.

In essence, the above definition of the administrative function posed by various authors centres around a professional approach to handle a welfare organisation or manage a community work project. The effectiveness and efficiency of any welfare organisation or community work project rests on the quality of the management style rather than on the quantity.

5.3 INITIATING CHANGE IN ORGANISATIONS AND COMMUNITIES THROUGH PROJECTS

According to Kettner, Davey and Nicholas (1985) social changes are evident in countries where technological advances, fluctuations in the economy and a substantial increase in divorce rates occur. According to Kettner *et al.* (1985) the above change is unplanned. It is therefore necessary for professionals to initiate planned change, in a country such as South Africa which is currently undergoing social and political changes from an apartheid system of government to a post-apartheid society. Kettner *et al.* (1985:7) propose four characteristics of planned change namely:

- It is limited in scope.
- It is directed towards enhancing the quality of lives of clients.
- It includes a role of consumers.
- It is guided by a professional practitioner who acts as a change agent.

Subsequently planned change presupposes that a model of deliberate and conscious planned change will be used to improve the situation by bringing about social change and quality of life to communities (Warren, 1970; Rothman *et al.*, 1976). Patti (1983:36) is of the opinion that the manager is responsible for recognising the need for social change, and taking the initiative to bring about social change. In initiating change in organisations and communities it is essential for the social worker who manages a community work project to discuss the goals and objectives in the change process with the stakeholders. The objectives are thus discussed below.

5.3.1 Goals and objectives for a community project

The term "goal" and "objectives" are necessary elements in the management of a community work project, because both concepts signify a purpose of what has to be done in a community. A distinction can be made between goals and objectives. A goal can focus on the outcomes of a project and is vague. An objective, on the other hand, is more specific. It indicates the action to be taken and specifies the targets which have to be achieved (Henderson & Thomas, 1987:242). Objectives should therefore be realistic and feasible and must be formulated according to limited resources.

According to Henderson and Thomas (1987:100), the formulation of goals for a community work project includes the following five aspects:

- making choices regarding the problems which have been identified by the communities or the smaller community groups and which will be focused on;
- selecting existing groups or organisations which will be worked with (if so) and/or deciding what assistance should be given to the establishment of new organisations or groups;
- deciding whether to react to all the demands for aid, received from organisations in the community during the situation analysis;
- deciding on how to react to the demands made by the employer organisation; and deciding which problems or needs should receive attention first.

A decision on the last-mentioned aspect should be made by involving the community and the organisation. Factors which should be considered here, are the mandate of and the resources present in the organisation to address the various needs; the experience, skills and interests of the worker; and the value system and preferences of the worker (Henderson & Thomas, 1987:101; Lombard, 1991).

Ferrinho (1981:78) emphasises that the definition and formulation of goals is the first stage in the planning of a project. Henderson and Thomas (1987:92) add the following: "It is through planning, too, that we are able to state goals and targets and be in a position to monitor progress in achieving those goals." After formulating the goals, the worker will have to identify roles to execute the plan for the project.

The objectives of the community project are formulated according to the nature of the projects and according to what has to be done (Dunham, 1970:305). The objectives refer to the specific task and activities which will have to be performed in the community development process in order to achieve the goals of the project. These objectives are formulated according to realistic time-scales.

Henderson and Thomas (1987:217) state that objectives play a very important role in the community work process, for two reasons. In the first place it is a necessary link between a worker who is getting to know a community and the development of a

strategy and programme which will be relevant to the community. When objectives are not properly thought through, confusion, frustration and failure are often experienced. Secondly, it is important to spend time and energy on the objectives of a group, if the evaluation of these objectives is to be proved valid.

5.4 APPROACHES IN ORGANISATIONS AND COMMUNITIES

After the selection of goals and objectives the social worker needs to decide on an approach that will guide the project. Two relevant approaches will be discussed, namely a programme approach and a project approach.

5.4.1 Programme approach

According to Kettner *et al.* (1985) a programme approach refers to a variety of services that prevail within a defined category. These services are offered over a number of years, and is sometimes permanent in order to serve a defined specified population, such as welfare services for children.

Abels and Murphy (1981) provide four programme designs namely, input, throughout, output, outcome and job design from which the social worker can choose. Abels and Murphy (1981) indicates that input is based on the population to be served which involves factors such as the age, residence income, gender, ethnicity and other demographic variables determine needs and problems experienced by the population.

Thus intervention to be taken has to address the needs and problems of the target population in order to solve their needs in one way or the other.

Kettner *et al.* (1985) indicates that throughput, as the second element of a programme approach provide elements of specified services such as the identification of methods, identification of service tasks, enumeration of standards and the specification of units of service. Specification of these service, according Bowers and Bowers (1976) have become increasingly essential. For example, child welfare services of foster care, adoption, child protection services, day care and other specified services that pertain to child welfare. Therefore precision is important in identifying these services in current practice. It helps to provide precise intervention in the practice of social welfare.

Outcome as the third element of a programme approach is also essential in evaluating the effectiveness of the interventive strategies utilised in human service programmes. Kiresuk and Garwick (1979), Campbell (1988); Fischer (1973) and Reid (1972), provide assessment and measurement scales to test the progress of the programme. Kiresuk and Garwick (1979) utilise goal attainment scaling to test for progress through a pre-assessment, a mid-point assessment and a post-assessment.

The type of outcome measure used however, upon the nature of the change opportunity, objectives and services. For example, employment programmes typically count the number of their graduates placed in jobs and who are still employed after three to six months.

Kettner (1985:155) states that programmes that demonstrate effectiveness through the achievement of specified outcome help strengthen the case for future funding and expansion of programme resources. The fourth element of a programme approach, namely job design, accounts for tasks and responsibilities that are assigned to respective specialised personnel within an organisation (Filley, House & Kerr 1986; Morse & Field (1996). According to Wasserman (1971) job design in human service programmes should be clearly described because otherwise can be so broadly described that tasks cannot be accomplished. For example, child protective services are diverse and broad and should be specified to an extent that sense of a competence is required. Therefore, job design is essential because it requires a high level of skill with a competent knowledge of the programme, the services and the consumer population (Kettner *et al.*, 1985). The final element of programme design is the programme structure which is seen by Burns and Stalker (1961) as having a significant impact on the question of the fit between structure and environmental demands. The latter proposition was established by Burns and Stalker (1961) after having collected data from a variety of industrial firms.

A conceptual scheme that was developed placed organisations on a continuum from a mechanistic type of an organ type. Filley *et al.* (1976) and Kettner (1985:156-157) offer the following characteristic features of an appropriate mechanistic organisation that are stable.

- Tasks are specialised and differentiated.
- Each task is more or less distinct from the whole.
- Tasks are reconciled and co-ordinated by immediate superiors.
- The rights, obligations and technical methods attached to each functional role are carefully defined.
- The rights, obligations and methods are written up as formal responsibilities of a job or position.
- Control, authority and communication are maintained and supported by a hierarchical structure.
- Knowledge of organisational function is located at the top of the hierarchy, where the final reconciliation of distinct tasks and assessment of relevance is made.
- Interaction between members of the concern tends to be vertical - that is, between superior and subordinate.
- Loyalty to the concern and obedience to superiors are required as conditions of membership.
- Greater importance and prestige are attached to internal (local) than to general (cosmopolitan), knowledge, experience and skill.

The above stable conditions prevail in an expanse organisation which is regarded as a mechanic organisation. However, the above organisation can limit the service delivery through limited freedom of professional roles, and programme accountability (Mosher,1968).

5.4.2 Project approach

The term "project" refers to a wide variety of activities with unique characteristics. It is a set of short-term result-oriented activities providing support services or direct service to a target group of clients. Time frame ranges from a year or less can be scheduled (Kettner *et al.*, 1985).

According to Kettner (1985:161) there two different types of projects, namely, the service project and the support project. The service projects provide tasks that are covered under the program approach. These tasks involve specification of design

elements, the design of specific job responsibilities and the development of an appropriate structure. Service projects, according Kettner *et al.* (1985) are not meant to be long-term or permanent because they are experimental in nature. Disaster relief is a good example of a service project. On the other side, support projects are designed to support some aspects of the human service planning and delivery system.

Support projects are also short-term efforts to meet a specific need within a given specific time. It encompasses developing or revisiting a training curriculum, designing a needs-assessment system or streamlining data-collection forms. It is characterised by the involvement of a team under selected leadership with expert knowledge and skills.

A project team has to define the scope of the project, establish procedures and assign responsibilities. Careful monitoring and feedback is also necessary more especially in accounting for allocated project funds (Kettner *et al.*, 1985). Matthies and Waalkes (1974) hold the view that project monitoring and feedback is necessary to determine standards and further enhance high quality results within a limited period of time. The above different types of projects account for a change agent, which is designed to bring about changes within a specified period of time. Thus the change agent has to estimate working hours, within a given time frame stipulated for a specific project design.

5.5 RESPONSIBILITIES AND FUNCTIONS OF THE MANAGER

In order to implement the community work project the social worker has certain responsibilities and functions which will be discussed in this section.

5.5.1 Co-ordinating responsibilities

In designing the structure of a community work project for purposes of bringing about change, it is essential to focus on co-ordinating responsibilities and involving participants in the project. In Table 5.1 below an example of a work plan which can be used is demonstrated. The work plan identifies activity number, activity description, event number, event description and completion date of a project.

Table 5.1
Work plan

Activity number	Activity description	Event number	Event description	Completion date
1-2	Convene subcommittee team	2	Project team convened	5-31
2-3	Assign sub-committee responsibilities	3	Sub-committees responsibilities assigned	6-1
3-4	Convene community needs committee	4	Committee convened	6-16
3-5	Convene community resource committee	5	Committee convened	6-8
3-6	Convene community support committee	6	Committee convened	6-9
3-7	Convene financial support committee	7	Committee convened	6-11
4-8	Design study for identification of community needs	8	Study design	6-23
5-9	Design study for identification of community resources	9	Study design	6-23
6-10	Design study to determine extent of community support for branch agency	10	Study design	6-23
7-11	Design study to determine extent of financial support	11	Study design	6-23
8-12	Collect community needs data	12	Data collected	7-19
9-13	Collect community resources data	13	Data collection	7-17
10-14	Collect community support data	14	Data collected	7-13
11-15	Collect financial support data	15	Data collected	7-15
12-16	Compile and analyse community needs data			
13-16	Compile and analyse community resource data		Data compiled and analysed	
14-16	Compile and analyse community support data	16		8-1
15-16	Compile and analyse financial support data			
16-17	Develop recommendations	17	Recommendations developed	8-15
17-18	Write final report	18	Final report written	9/1

[Kettner *et al.*, 1985:166]

In Table 5.1 above, the example of a work plan which can be used for a community project is clearly demonstrated to highlight planning activities, events of the activities

and when each event will be completed. In each activity, participants are involved in co-ordinating and networking between and among themselves. Further communication is undertaken with the community at large, outside resources, relevant to the activities and funders of the various programmes designed. The social worker can use the above mentioned example of a work plan as a guideline for designing a work plan for a community project.

In conclusion, it is essential for the social worker or manager in consultation with the community to determine the objectives and the goals of the project. The latter will help provide direction in initiating any project.

5.5.2 Functions of the social worker as administrator and manager

Managing a service such as a community work project and assessing clients' satisfaction with the service is more complex than managing and evaluating a product. In evaluating clients' satisfaction rate with a service, one is faced with an abstract outcome, whereas a product requires a concrete outcome in terms of numerical ranking and quality rating. For example, a manager in a firm is able to determine the number of toilet rolls produced daily in the organisation and the quality of the toilet rolls. Yet a social work manager experiences difficulty in managing service quality. The social work manager is expected to maintain and keep accurate records of services rendered to clients and other interactions, and at the same time is expected to manage the organisation in an efficient manner (Blekkenhorst, 1995).

According to Cox *et al.* (1987) and Blekkenhorst (1995:33-49) the administrative function in management involves for example planning, organising and controlling. These three functions of administration will therefore be discussed in this section in relation to community work projects and how they are managed by social workers.

Cronjé (1986:40) concludes further that the four components of planning, organising and controlling comprises activities such as goal strategy and priority determination that policy practitioners utilise. In the latter proposition Skidmore (1995:46-47) further suggests that social work administrators make use of the following terms: accepting, caring, creating, democratisation, trusting, maintaining equilibrium, planning, organising,

setting priorities, delegating, facilitating and communicating with other organisations and professionals. The above list of actions include some of the functions of administrative and management roles. Below planning will be discussed in relation to the functions of the social work manager.

5.5.2.1 Planning

Planning involves taking action which is future-oriented. Therefore, it requires human and material resources which will enable the creation of plans that will contribute to the welfare of the clients and the community (Weinbach, 1998:77-78).

According to Weinbach (1998) there are nine major elements of planning, namely mission, goals, objectives, strategies, policies, rules, procedures, programmes and a budget. In its broadest terms, mission refers to a work plan which reflects guidelines to be followed in a programme. A goal is thus more specific than the mission, because it is concerned with the outcome of the activities of the organisation or the project. On the other end, objectives determine to what extent the goals might have been achieved.

The above concepts of a mission, goals and objectives can be accomplished through the process of strategizing. The term "strategy" is most common in social work practice because it involves a well-planned action that constitute policy formulation, rules and procedures. The step-by-step procedures are necessary for project implementation within a welfare organisation. The social worker as a manager, has a thorough understanding of a project, because the manager possesses knowledge of budgeting which involves a planning document for the implementation of a project. The social work manager has furthermore the knowledge base of the systems theory and concepts (Weinbach, 1998; Crow & Odewahn, 1987).

According to Berliner (1979:193), and Cronjé (1986:41-46) planning is the primary management function. It is a process which sets objectives and determines how these objectives can be attained. According to Cronjé (1985) the objectives have to be reviewed by a social worker responsible in making decisions. The social worker has therefore to determine the level of the process for purposes of implementing process for

purposes of implementing strategic planning. Some managers are able to plan for the entire welfare organisation, whilst others are able to plan for a project or a portion of the welfare organisation. The SHARE organisation as a project in this study has programmes that have been designed, planned, managed and monitored in their entire entity. The planning process undertaken involves operational strategies and implementation of decisions taken at strategic planning level (Crow & Odewahn, 1987:8; Smith, 1987:294). Thus, it is the duty of a social worker who occupies the managerial role in the welfare organisation or community work project to delegate planning responsibilities for other social workers or task team members under her/him.

Such roles might involve making decisions on the implementation of a programme or a community work project. Planning service quality is crucial in facilitating a strategic plan of action, beginning with the mission, the vision and the objectives of the agency, which are to meet the needs and values of the organisational constituency (Van Niekerk, 1998). Below are the models of planning as proposed by Gilbert and Specht (1997:133-138).

(a) *Rational planning model*

Rothman and Tropman (1987:427) propose that the rational planning model conceives an orderly, logical progression of thinking, analysing and taking an action based on facts, theories and values. In the process of analysing facts, problems are identified in terms of programme goals and strategies, and their effectiveness has to be assessed. Gilbert and Specht (1986) maintain that the rational planning model is relevant if problems are simple and the environment is stable. Another factor which complicates the use of the rational approach is the availability of the data.

However, York (1982:20) maintains that as long as most managers are lacking in analysing skills and decisions are based on political pressure and personal preferences, the use of comprehensive rationality will be limited. Walker (1970) has a different view about the rational model. He proposes three reasons for suggesting its unsuitability and the fact that it is unattainable and that it pays no attention to social factors such as power, ideology, development and established organisational planning, customs and

routine. According to Cox *et al.* (1987) the rational model derives its roots from Max Weber (1964) who developed the classical conception of the rational organisation in his work of bureaucracy.

Weekes (1997) refers to Burch (1996:100) who nevertheless proposes five categories of limitations to the rational model. They are the following:

- **Physiological limitations** - decision-makers usually lack the necessary knowledge, the skills and the values that can be consistent with decisions of a totally rational nature.
- **Limitations arising from multiple values** - decision-makers can possess different values and can assign important decisions differently. Such difference of opinion are likely to pose some problems in resolving a conflict in a purely rational way.
- **Organisational limitations** - the way in which organisations are structured in terms of the division of labour such as organising work, controlling and co-ordinating work, can pose problems in rational decision-making process.
- **Cost limitations** - rational decision-making processes can be problematic in terms of time, money and personnel and money. Managers must be convinced that the time, money and personnel used for making decisions are cost effective and worthwhile to make rational decisions.
- **Situational limitations** - a variety of factors can adversely affect rational decisions. These factors can be past precedents or vested interest in the present (Weekes, 1997:145-146). It is therefore necessary for policy-makers to revisit policies and assess and determine their effectiveness and relevancy in any community development project.

(b) Incremental planning model

The incremental planning model differs from the above rational model as proposed by Weekes, (1997) in the following way:

- It is **limited** in that it settles a few already familiar alternatives, and explores only some of the more important consequences of each.
- It is **remedial** in that it concerns primarily with providing remedy for problems rather than focus on goals to be reached.
- It is **disjointed** in that it rejects the integrated collective system worldviews in favour of disintegrated pluralities. It does not strive for goal attainment, but instead, deals with pieces of problems without continuity or consistence.
- It is **incremental** in that, it addresses problems by starting with the status quo and then makes minor changes and ignore basic causes.
- It is **modest** in the sense that its aims are low and is satisfied with small changes.
- It is **adaptive** because of its flexibility in its use of trial and error tactics.
- It is **participatory** because decisions are made by a process of give and take among established role- players. However, there is no guarantee to ensure equal participation.
- It is **retrospective** because evaluation of values occur after the actual consequences have been observed. According to Gilbert & Specht (1977:5) the advantages of the incremental planning model is that it allows opposite groups to protect their interests by developing their own plans to compensate for others' shortcomings.

Finally, in considering the two models, the rational planning model and the incremental planning model, it does appear that the socio-political changes prevailing in South Africa would favour the rational decision making model rather than the incremental incremental planning model. Changes of transition requires policy makers that are able to accommodate the transitional phase, which require well thought through decisions based on rational planning.

(c) ***Mixed scanning model***

The mixed scanning model in the view of Etzione (1967) presupposes that both elements of rational and incremental models are incorporated in the mixed scanning

model. The mixed model involves collection of data and analysing the data on a limited bases. The limited scan of analysis attempts to examine a limited range of alternatives similar to the incremental approach. The approach of limiting analysis of data is to allow part of the decisions to be undertaken by the professional and the remaining decisions allow community participation decisions. Such a balance approach is necessary for planners in order to practice blend of analytical and interactional tasks.

(d) *Natural system planning model*

The natural system model presupposes that the organisation itself is seen as having a social system with processes. Characterised by the functioning if the social system in general and the operations of complex organisations. The natural system model differs from the ration approach is concerned with one kind of goal.

(e) *Integrated planning model*

The integrated approach has its own merits different from the above aforementioned models. According to Mayer (1985) the integrated theory of planning has got a high sense of interdependence between political and planning structures in the decision-making process. It therefore relies much on community support. Delegation is undertaken in order to arrive at specific objectives as determined by the community at large. The integrated approach has been pursued by the Social Welfare Services in the Western Cape Province of South Africa, according to Terblanche (2001). From April 2000 they had changed the system at head office level into an integrated model by having a Directorate of Research, Information & Population, and Directorate for social securities, a Directorate for Development Social Welfare Services Delivery and a Directorate for customer services. All the above Directorates are dependent on one another. There are no separate Directorate for social workers and development workers. According to Terblanche (2001) an integrated approach manifests itself in how the above Directorates plan in terms of essential services such as HIV and aids, homelessness, rural development, urban renewal, children in conflict with the law, the improvement of service standards and services of concern likely to come up.

From the above presentation of an integrated approach in the Welfare system of the Western Cape, it can be concluded that the approach itself resembles an inter-disciplinary team in which decisions are made jointly.

(f) Power-politics planning model

The power-politics planning model is being proposed by Cox *et al.* (1987:440) as primarily a model whose focus is on interest groups, pursuing political power and control of organisations resources. The first proposition of the power politics model pursue an interest in the distribution of their resources by the community work project.

The second emphasis is on the political pursuance of processes that determine mechanism of distribution resources, Cox *et al.* (1987). It is therefore clear that the power politics model is only keen on the organisational power to distribute sufficient supply of resources in the community.

In conclusion, the models discussed above have analysed procedures that are to be pursued in planning. The social work manager is therefore able to plan systematically and can be in a position to follow the appropriate steps to take in selecting goals and objectives in establishing a community development project. The above reflection of the models of planning will be followed by basic way of organising activities.

5.5.2.2 Organising

In all welfare organisations and also in a community work project, staff or task team activities need to be monitored into a unified day-to-day functioning of the projects in welfare organisation. It is also important to recognise structured service delivery, staff or task team activity in their respective sections, authority and tasks vested within the organisation sections (Weinbach, 1998).

Welfare organisations constitute three general organising patterns, namely the production line organisation, the linkage organisation involves a sequence of individuals performing their own rather specialised tasks. The production line organisation is not foreign to the social work practice. For example, in social work practice, a clinical social

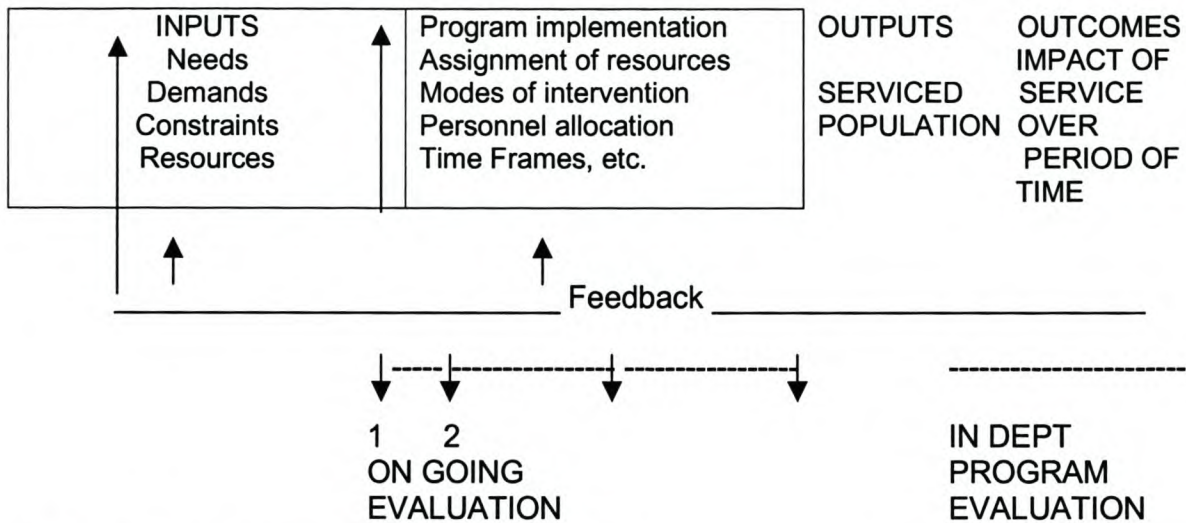
worker does collect data as a diagnostic assessment for possible individual counselling or a social worker acts as a manager of a community work project. The latter involves a sequence of events which is a necessary ingredient in production line organisation.

The linkage organisation as a way of organising encompasses the primary function of a mediator or a broker. The idea behind it is to bring people and other forms of services together. In social work practice, an adoption agency, for example, offers a service of bringing together those groups of people who want to adopt a child or a social worker who acts as a manager of a community work project recruits and involves community members and other stakeholders in a task team. The third approach of organising is the custom service organisation which purports to provide service to individuals or groups of people with unique problems in a given community. The above organising work activities have specified characteristics that contribute towards the functioning of the project or organisation. Therefore social work managers need to optimise the desirability of organising work activities of a community work project.

5.5.2.3 Controlling

The next function of the manager involves controlling or monitoring. According to Abels and Murphy (1991:137), controlling or monitoring is an ongoing process and can be seen as controlling factors in the sense that it monitors, measures and corrects the organisation's or project's ability to attain its goals and objectives. Abels & Murphy (1991) also indicate that monitoring is an ongoing control function that compares actual performance with planned performance, and makes any necessary adjustments on the basis of the information gathered.

Thus the end result of the above monitoring and evaluation can affect changes, modifications or additions in the project planned. The changes will enable a care-giving organisation or project a sound footing. Strengths and weaknesses will be identified and corrected. Figure 5.1 below demonstrate the critical incidents that need to be monitored in the ongoing evaluation of a project.



[Source: Abels & Murphy (1991:139)]

Figure 5.1: The two time frames of evaluation

To monitor or evaluate the impact of a project the manager should follow the following steps.

Step 1 - Identification of objectives

The process of identifying objectives involves the role of the manager to re-affirm that these objectives are realistic and therefore will contribute to an effective service. The manager also need to set deadlines.

Step 2 - Development of performance indicators

The second step in the evaluation process is to develop program fulfilment which is indicated in the objectives. However, an impact is required from the task team to re-affirm reliability of indicators of the program or project and its effectiveness upon the people or community to be served.

Step 3 - Evaluation design

Evaluation design refers to organising the means necessary to gather and analyse the data. This implies setting up time schedules for data collection, the manner of presentation, and review of such data. Ongoing monitoring is an essential factor at

determining program or project performance.

Step 4 - Data collection

The entire process of program or project evaluation depends upon the ability to collect data with precision. Data gathering is undertaken by making use of interviews, questionnaires, observation, ratings, values, norms and beliefs, institutional records, diary records, documents and physical evidence. Depending upon the type of design the following are four data collection techniques available to the social work as manager of a community work project.

- Consumer/constituent surveys
- Community/general citizen surveys
- Analysis of existing data (records, statistics, etc.)
- Professional (expert) opinions.

According to Abels and Murphy (1991:144) the above techniques can be used to collect data from a random representative sample.

Data analysis involve judgement made by evaluators based on a comparison of actual and planned performance. Data analysis involved two methods, namely, quantitative and qualitative measures. Quantitative measures involves the use of statistics and/or numbers to describe relationship or trends. The qualitative method is non-statistical and descriptive in nature. Both methods rely upon human judgement, and are affected by external forces when recommendations and conclusions are made. These methods therefore determine the success or failure of the project.

Step 6 - Reporting of results

The ongoing process enables the evaluators to provide results of the program or project. However, after series of events, an agreed-upon format can be formulated at the end of the program or project, giving rise to a mutually-determined report.

Step 7 - Recommendations and implementation

Recommendations are based on the evaluator's findings which provide an action or implementation. In some cases, programme evaluation can follow steps that could involve continuation or discontinuation of the program or project, or modification or

improvement in effecting performance (Abels & Murphy, 1991:140-145).

In the above steps, the social worker as a manager, is enabled to plan the project ahead with precision. The success or failure of the project rests on group planning and evaluation. Proper planning in terms of controlling, organising, motivation and decision making can give rise to the efficient, sound and effective functioning of the project. In chapters to follow, outcome and feedback of the objectives and goals of the SHARE organisation are discussed in relation to the role of a community worker in managing a community work project.

5.6 SUMMARY

The social worker working in a community as an administrator and as a manager has a challenging role. It requires expert professional knowledge and skills to manage a community work development project. The social worker is expected to involve the disadvantaged communities towards self-help through constant facilitation and working with task groups in the community. An influential social worker is able to foster participation of task groups, and provide relevant skills in project design, planning, defining needs and problems and implementing social planning. The social worker can collect data for purposes of analysing it. The task groups that are organised by the worker will be assisted in managing the community projects towards sustainability.

These task groups may involve community members to be involved in committees and board that will foster team-building for purposes of social change. A work-plan of the project activities and event description should be utilised for purposes of achieving the goals and objectives of the project.

The functioning of an organisation or community work project will be guided by a work-plan. Thus the role of a social work administrator as a manager is crucial, because it fosters project is also based on the qualities of a manager to be an efficient administrator with expert skills and a sound knowledge base of social work.

In Chapter 6, a community project profile will be discussed with reference to its inception and its functioning thereof.

CHAPTER SIX

SHARE: A COMMUNITY PROJECT PROFILE

6.1 INTRODUCTION

In the previous chapter, the role of a community social worker as an administrator in managing a community work project, was analysed in theoretical terms. The community work processes were outlined to demonstrate the various phases that the community worker has to handle in managing a community work project. It will therefore be valuable to present a community project profile in the form of a case study which had been established in a community and was being managed by a community work practitioner. Hence, the purpose of this chapter is to introduce the community work project SHARE, an acronym for Self-Help and Resource Exchange. It is a developmental project whose historical development will be presented in this chapter. The KwaNobuhle community needs assessment survey will also be presented, including its geographical setting. The SHARE project's aims and objectives will further be highlighted to demonstrate the need for the establishment of the SHARE programmes and activities. An attempt will be also be made to integrate theory with the practice of a community development project. The theoretical construct of the project SHARE will be assist the reader to understand the relevance of the establishment of SHARE in a disadvantaged community.

6.2 GEOGRAPHICAL SETTING

SHARE offers its programmes in a building which used to be a single men's hostel, but has since been renovated and upgraded. SHARE is registered as a welfare organisation and a fund raising organisation. It is structurally a community development organisation that is accountable to the community it is serving. It is situated in KwaNobuhle township, a peri-urban, disadvantaged community in Uitenhage which forms part of the Eastern Cape province. The township has a population of approximately 40,000 people. The township is barren with no identifiable infrastructure. Unemployment is a major problem on account of a lack of resources and facilities which could be used to create jobs.

6.3 AIMS AND OBJECTIVES

The KwaNobuhle community, with its status as indicated above, had to engage in some form of action to improve itself. Major aims for the community to reach this goal are the following:

- To provide a joint fund-raising drive for welfare development projects by the community development for the community's needs.
- To provide efficient, co-ordinated and well-integrated welfare services and community development projects in the township.
- To conduct research regarding the social and health needs of the community in the area of operation.
- To provide management assistance and conduct programme evaluation.
- To recruit volunteers and promote a volunteer spirit and commitment among the community.
- To provide training to volunteer committees on how to write and present proposals, manage and run efficient projects.
- To increase African participation in charity giving.
- To give Africans a chance to perform a management role, and to have a greater voice in community development and the welfare of the community.
- To give Africans an equitable role in distributing funds to projects within the township.
- To conduct regular lectures and seminars in order to address matters of community interest and concern with a view to educating the community and foster working relations and coherence amongst all groups (Gogo, 1989:1-2).

The above aims and objectives entail essential processes that required action. To understand SHARE better the historical background to the action-oriented approach in the part played by the KwaNobuhle community is presented below.

6.4 HISTORICAL BACKGROUND

The historical background of SHARE represents areas of political conflict that militated against SHARE'S inception. The political atmosphere which prevailed nearly hampered the establishment of SHARE. During the time of its inception the two political groups, the United Democratic Front (UDF) and the Pan Africanist Congress (PAC) were rival organisational groups within the community of KwaNobuhle in Uitenhage. Thus a series of separate consultations with these organisations was inevitable and necessary for the establishment of SHARE to succeed. However, after constant consultations, both agreed the SHARE could function without the interference of the two political organisations. The community representatives who attended the launch were committed to SHARE's existence.

SHARE was then ultimately launched on May, 31, 1988 at the Spectrum Hotel in KwaNobuhle township. It was then felt that SHARE's vision would bring meaning to the community's existence. The following organisations participated in the SHARE launch:

- Uitenhage Ministers Fraternal
- Youth for Christ
- Traders Association
- KwaNobuhle Music Association
- Mental Health Society
- Child and Family Welfare Society
- MzomOmhle Training Centre
- Save the Starving Committee
- Ruth Dano and KwaNobuhle pre-schools
- Uitenhage Black Nurses Association
- Rehabilitation and Drug Centre Ad Hoc Committee
- The Urban Foundation, Good Year and Volkswagen

The above organisations supported the launch of SHARE. A steering committee of ten (19) was elected with a mandate to co-opt additional members. During these days, the political climate in South Africa was turbulent. The state of emergency was in full force,

and most of the community-based organisations had been banned. Community leaders were detained, and the atmosphere in the location was tense. As a result, people were reluctant to join or participate in projects for fear of intimidation, victimisation and detention. Thus, the success of SHARE's launch was an unexpected event (Mbandazayo, 1999 [Extracts from SHARE's reports]).

Homan (1999:117) states that "Community life requires continuous series of decisions on matters that affect them". With regard to the above rivalry that took place between the UDF and the PAC, Homan's (1999) postulation becomes relevant. If one considers that the two organisations have different rules, regulations, procedures, governance and values, it is unlikely that they could be on the same wave length regarding SHARE's organisation. Fellin (1995) supports the above idea by indicating that these procedures to be followed by the organisations are necessary to determine who is going to participate and how. Therefore, the decision that SHARE could continue without the interference of both organisations was a positive one.

6.5 PERSPECTIVES ON THE COMMUNITY

In the above description of the SHARE project, its geographical setting and its aims and objectives, the project has been identified as serving the community of KwaNobuhle township. It would therefore be appropriate to describe the concept of "a community" with reference to the project under discussion. The views proposed by Homan (1999:109) consider the nature of the problem, the size, and the kind of the organisation that is wanted in the community. From the above premise, Homan (1999:109) proposes three ways of looking at a community, and they are the following:

- "The first involves perceiving your community as a community.
- The second examines the component part of the community and acknowledging smaller sub-communities.
- The third focuses on those groups drawn into your arena of action."

The first point presented above by Homan (1999) above presupposes that the

community is a geographical area with defined boundaries. It is being defined by shared interests, activities, or affection among residents of that located community.

Homan (1999) views that individual community members have an interest in the selected community. They further indicate that bonds do exist between the community members who live in that specific community. The second point considers sub-communities which purport to emphasise the sub-system's theory. The latter assumes that in any society, there are smaller divisions that describe sets of people within the broader community. These sets of people could be a neighbourhood, business community, the farming community and so on. Though they are distinct sub-groups they can affiliated to each other as sub-communities residing in the same community (Homan, 1999).

The third point is supported by Kettner *et al.* (1985). They propose that action community consists of those people in the community who recognise that there is a problem in the community.

According to Brueggemann (1996:109) a group of people who are socially interdependent are able to participate in discussion that will make them take action. People in the community are regarded as human associations that are engaged in ties of kinship and shared relationships. They are able to accomplish their goals by being action-oriented. Johnson (1998) and Nelson-Jones (1992) share the view of human relationships as proposed by Brueggemann (1996) by making an additional proposition about the human diversity in communities. They are of the opinion that, though the community members can relate to each other, a general understanding of culture is important. Nelson-Jones (1992) itemised some important aspects of cultures such as values, ways of relating to each other, the physical world, the spiritual world, the family structure, the nature of a family relationship and community life in general. The above factors are important in understanding each other's viewpoint, and suggest an action, because these community members share a similar culture. Corey and Corey (1992) and Gutierrez and Lewis (1994) support the above cultural factors as contributing to goal attainment, and further state that the history of a group has also to be understood, as it contributes to people's ideas and actions.

The above emphasis on understanding communities and their culture is also to be found in Brueggeman's (1996) and Payne's (1997) theories. Brueggemann (1996) and Payne (1997) propose the following models:

- The ecological model presupposes that the community as a boundary engages in transactions with its environment in the form of a general systems theory. A transaction is therefore a reciprocal exchange in which each part of a social organism gives and receives in a symbolic relationship with other parts. The outcome of this exchange in relation to a successful project, brings about an equilibrium, and becomes adaptable.
- The second is the social systems model. According to Fellin (1995) a community has a series of interrelated parts in the community structure. These interrelated parts function in such a way as to be action-oriented before the resources and facilities can be made available in the community. According to Brueggemann (1996) the social ecological model and the social systems model discussed above are terms borrowed from biology and physical science. The principle of human action is therefore determined by natural processes in relation to biological evolution into the social human sphere is known as "Social Darwinism". The latter proposes the following: "Society is not made by man, society develops like any other organic process - evolving according to laws of nature. Society's problem is to recognise the course which nature is taking and to conform to it."

In respect of the above description of a community, its model and their contribution to an action - oriented approach, the KwaNobuhle community has to be understood in the context of a social and ecological system that will evolve biologically in the environment to make the project SHARE a success.

The community in KwaNobuhle township in Uitenhage knew the size and the potential of their community. They were therefore able to take action as a community and form sub-communities to solve the problems of their communities. The KwaNobuhle needs assessment survey is presented below to demonstrate an action-oriented strategy to identify social problems, their effects on the community, and to determine interventive problem-solving strategies in respect of the community's felt needs.

6.6 NEEDS ASSESSMENT SURVEY

KwaNobuhle needs assessment survey (see Annexure F) will be presented in this section as the forerunner of the SHARE programmes. The quantitative measure presented identify participants/respondents by age, sex, marital, education and employment status. The findings of the survey will also be presented qualitatively the social problems, their effect on the community and the interventive problem - solving techniques suggested by the participants.

The survey was undertaken among the community through a process of discussion, analysis, debate and ultimately the formulation of action. The plan of action was drawn up with the advice and professional guidance of the local social work practitioner. Twelvetrees (1991:33) indicates that a community profile is more than a collection of hard and soft information, it is a tool which becomes the initial basis for action. Informal discussions were held by the social worker with various professionals and community groups. This ultimately led to the identification of a need for a needs assessment survey. The survey was conducted in the street, where the majority of people at grassroots level are available. People in the street were expected to give an input on needs they perceived in the community. The latter approach utilises, a case-study design, as suggested by De Vos (1998:125), Bless and Higson-Smith (1997) and Grinnell (1985) as a basic strategy to describe a single unit during a specific period of time, for example, "a community". De Vos (1998) presumes that a thorough description of a unit would enable a practitioner - researcher to develop insights, ideas, questions and hypothesis for further study. The needs assessment survey findings did indeed enable the community to initiate a plan of action by developing various major programmes under SHARE, which will soon be discussed.

The objectives of the needs assessment survey are detailed below:

- To obtain broader view of the felt needs and problems of the community at grassroots level.
- To identify priority areas of concern, and when and how to tackle these problems.
- To engage in a plan of action.

- To find out how the plan of action could be implemented, taking into account the available resources and skills that could be utilised in areas of self-help.

The data that was collected in accordance with the above objectives will be presented below. The researcher obtained raw data from the documented records of the KwaNobuhle needs assessment survey, and thereafter analysed the raw data quantitatively.

According to Kerlinger (1986:109 - 110) in any study, sampling involves using a representative group of that population or universe or a portion of the population considered to be representative, for purposes of finding out something about people or events. Several people, when the researcher knows or does not know study them.

Rubin and Babbie (1989:499) consider the above as a pre-intervention assessment phase which is designed to assess needs in order to develop the best possible treatment plan. Table 6.1 below, contains the frequency distribution of respondents by age as revealed.

Table 6.1
Distribution of respondents by age

AGE	FREQUENCY	PERCENTAGES
20-24	12	11,54
25-29	27	25,96
30-34	17	16,35
35-39	14	13,46
40-44	7	6,73
45-49	9	8,65
50-54	8	7,96
55-59	3	2,88
60-64	1	0,96
65 +	4	3,86
No response	2	1,96
TOTAL	104	99,99

N = 104

Table 6.1 reveals that most respondents (27) were between the ages of 25-29 (25,96%), followed by those in the age range of 30-40 (16,35%). Those respondents who participated the least were in the age range of 60-64, providing a percentage of 0,96. The above distribution with those respondents who participated between 25-29 years of age reveal that the younger groups of people are taking a keen interest in assessing the

needs of their community so that the best treatment plan can be developed. Whilst those respondents who participated between 60-64 reveal less interest, and perhaps in view of their age level the elderly respondents do not take a keen interest in community affairs. The latter attitude is likely to be associated with their aging, and the feeling that sooner or later they will not form part of the society.

In Table 6.2 below, the distribution of respondents by sex shows which gender was most keen to participate in the study. Rothman (1979) indicates that in anything which has something to do with the development of the community, all groups are always keen to take control, and state what they need.

Table 6.2
Distribution of respondents by sex

SEX	FREQUENCY	PERCENTAGES
Male	60	57,69
Female	42	40,38
No response	2	1,92
TOTAL	104	99,99

N = 104

Table 6.2 above reveals that more than females were respondents. The research findings above do not compare favourably with the female domination in activities currently prevailing at SHARE. However, in the opinion of De Vos (1998) the above disparity can be ascribed to the concentration of a specific point in time. In table 6.3 below the frequency distribution of respondents by marital status is demonstrated.

Table 6.3
Distribution of respondents by marital status

MARITAL STATUS	FREQUENCY	PERCENTAGES
Never married	51	49,00
Married	36	35,00
Divorced	1	0,96
Separated	9	8,90
Widowed	7	6,70
TOTAL	104	100

N = 104

Table 6.3 above reveals that the highest percentage of respondents (49%) have never been married, and the lowest percentage (0,96%) are those respondents who are divorced. It can be postulated that divorced people are likely to be reluctant to participate in a study, on the premise that they might be probed about their pre-marital experiences and bitter feelings about their marital experiences. The Poverty Inequality Report (1998:10 of 70) identifies these feelings as high levels of anxiety and stress, which make divorced people reluctant to participate in research studies. In Table 6.4 below, the distribution of respondents by their educational level is reflected.

Table 6.4
Distribution of respondents by educational level

EDUCATIONAL LEVEL OBTAINED	FREQUENCY	PERCENTAGES
University degree	2	1,9
High School	34	32,1
Secondary School	30	28,8
Higher Primary	23	22,11
Lower Primary	12	11,53
Not indicated	3	2,98
TOTAL	104	100

N = 104

Table 6.4 reveals the highest frequency distribution of 32,1% for high school pupils, followed by secondary school pupils with a frequency of 28,8%. Only two (2) university degree students participated in the study with a percentage distribution of 1,9%. In this study, it is rather difficult to provide an explanation as to why few university degree candidates participated. Perhaps one may postulate that the geographical area of study had less university degree participants. Or one may attribute these research findings to the very few university degree candidates in general in the Eastern Cape where the study was conducted. Mbandazayo (1989) in her research study on matric drop-outs in the Eastern Cape, concluded that pupils drop out of school at matric level either on account of their poor background so that they cannot afford to go and study at universities, or these matric pupils might not get enough educational incentives from their parents, because they are illiterate. Thus, the low level of participation by university

degree students can be attributed to any of the above factors.

Table 6.5 below reflects the distribution of respondents by monthly salary income.

Table 6.5
Distribution of respondents by monthly salary income

INCOME	FREQUENCY	PERCENTAGES
R0-R20	74	71,20
R201-R400	11	10,60
R401-R600	9	8,70
R601-R800	3	4,80
R801-R1000	2	0,92
R1001-R1200	0	0,00
R1201-R1400	0	0,00
R1401-R1600	2	0,96
Not stated	2	0,96
TOTAL	104	100

N = 104

In the above research findings, those who earn R0-R20 a month demonstrate a frequency distribution of (74) with a frequency percentage of 71,20%. The highest frequency of participants earn the least amount of money. The above statistics are alarming. They reveal an appalling state of poverty among a sample of 104. It has to be taken into account that the population of KwaNobuhle is small. Schaller (1992:16) maintains that if a population is relatively small, the sample should comprise a reasonably large percentage of the population. Large samples enable researchers to draw more accurate predictions. Grinnell (1993) is of the opinion that it is sometimes not possible to involve a small number if the population is relatively small.

In the distribution in Table 6.5, a frequency number of people earn the lowest salary, which predicts that chances of poverty alleviation are limited in this respect.

In Table 6.6 below the frequency distribution in respect of employment status is reflected.

Table 6.6
Distribution of respondents by employment status

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGES
Full-time	38	36,50
Part-time	5	4,80
Looking for work	19	18,30
Not working	40	38,50
Not stated	2	1,90
TOTAL	104	100

N = 104

The above research findings reveal the highest number of respondents are unemployed, at a frequency of (40) and a percentage of 38,50%. According to the Annual Statistical report, unemployment is associated with poverty. The PIR (1998) reports poverty in the Eastern Cape, where the needs assessment survey was conducted, is the poorest province in South Africa, rating at 76,6% the highest poverty rating compared to other provinces in South Africa.

The research findings of the needs assessment survey above, clearly indicate that there is a need to develop programmes at SHARE that will meet the identified needs of the KwaNobuhle community (Gogo, 1989).

These programmes can also be extended in the Eastern Cape. Apart from the above quantified data from the raw data of the KwaNobuhle needs assessment survey, qualified data was also available from SHARE documents. It represents other responses in respect of major social problems, their effects on the community and suggested intervention and problem-solving techniques. They have been tabulated in Figure 6.1 below.

Major social problem	Contributing factors	Intervention problem-solving techniques
1. Unemployment	<ol style="list-style-type: none"> 1. Job reservation in preference of Whites and Coloureds 2. Lack of skills 3. Illegal retrenchment of workers 	<ol style="list-style-type: none"> 1. Dismantle apartheid 2. Job creation 3. Establish relief fund 4. Provide subsidised small business 5. Fight illegal retrenchment and job reservation 6. Build factories 7. Encourage children to attend school
2. Teenage pregnancy	<ol style="list-style-type: none"> 1. Lack of sex education 2. Lack of recreation 3. Ineffective parenting 4. Sexual abuse 5. Peer pressure 6. Refusing birth control 	<ol style="list-style-type: none"> 1. Provide sex education 2. Workshops encouraged to introduce youth programmes in the community 3. Encourage family planning and use of contraception 4. Counselling parents to show love and affection to their children
3. Shortage of schools	<ol style="list-style-type: none"> 1. No sites allocated for crèches and schools 	<ol style="list-style-type: none"> 1. Secure sites to build crèches and schools 2. Assist communities in negotiation skills with council and local authorities
4. Shortage of houses	<ol style="list-style-type: none"> 1. Lack of low-income houses 2. Removal of resident homes by authorities 3. Lack of initiative from local authorities to solve housing shortage 	<ol style="list-style-type: none"> 1. Investigate alternatives for low-income housing 2. Educate communities on how to lobby local authorities 3. Educate communities on the art of negotiation and looking for union support, e.g. Trade Unions
5. School drop out, alcohol and drugs among children	<ol style="list-style-type: none"> 1. Breakdown in family unit 2. Lack of career guidance 3. Poverty 4. Sexual abuse 5. Boredom with curriculum content 6. Peer group pressure 7. Ideological differences 8. Ill-health 9. Alcohol and drugs 10. Pregnancy among girls 	<ol style="list-style-type: none"> 1. Educate parents on how to provide incentives for schooling 2. Facilitate presence of social workers and psychologists in schools for team approach of professionals 3. Encourage school parental committees to solve pupils' school problems 4. Encourage youth to participate in youth programmes and accept a more positive attitude towards treatment of drugs 5. Adopt preventive measures to school drop-out and drug dependency

Figure 6.1: Major social problems, their contributing factors in the community and intervention problem-solving techniques

According to the SHARE documented records of the KwaNobuhle needs assessment survey, the respondents identified the above major problems out of 14 social problems. Faul (1988), in his study of a deprived community in South Africa identifies the main problems as being unemployment, dropping out of school, children born out of wedlock,

marital and family problems, a great need for adequate recreational activities and alcohol and drug abuse. Thus interventive strategies were also necessary. Faul (1988) had obtained data from published research reports and also from in-depth interviews with community leaders and social workers.

The above report reveals that research strategies by one researcher to assess the need in a community is no different from a study undertaken by another researcher. There are always more similarities than differences, if any. Intervention is also illustrated below as a short-case-study in which De Vos (1998) and Rubin and Babbie (1989:270) define the concept as a single systems design. They ascertain that a single subject can be an individual, a family, a group or an organisation or a community. In utilising this concept, it has been possible to measure the progression or regression with a certain intervention programme in each case. An illustration is reflected below (Bless & Higson-Smith, 1997:69).



The above illustration reflects a needs assessment survey which is regarded as a pre-test phase, an event which is the intervention stage and a post-test phase which is the result, are reflected as progressive steps in intervention as a concept.

The above KwaNobuhle needs assessment survey is therefore a guide to the SHARE activities and the implementation of the programmes. A clear account of the SHARE activities is discussed below.

6.7 ACTIVITIES OF SHARE: 1988-1989

An action-oriented approach had to be undertaken by the KwaNobuhle community members. They had to be involved in activities that would later result in the formulation of programmes. Such activities included formulating a constitution that would guide the SHARE activities and the implementation of the programmes, Twelvetreets (1991/99) supports the idea of involving community members in the activities of their community. He is of the opinion that during the initiation of any community project, the community

development worker has to assist in the formulation of community task groups, thus enabling them to be involved in activities of their own community. However, the role of a community worker in assisting them had to be limited in order to prevent dependency. Twelvetreets (1991) is supported by Lombard (1991:137) on the basis of the social community education model. The model, according to Lombard (1991) aims to educate the community on how it can participate in its own activities. People in the community are to be provided with the necessary knowledge and skills. They have to be motivated to participate in problem-solving and in satisfying their own needs.

When the SHARE project was launched, the community members had to elect a committee of ten who were mandated to draw up a constitution for the community project. The committee of ten that was elected consisted of representatives who attended the launch. The committee had to:

- draw up a constitution that was to be discussed and approved by the community organisations.
- meet and recruit other community organisations to participate in the progress of developing SHARE and
- identifying and formulate work strategies.

Cox, Erlich, Rothman and Tropman (1987:227) believe that the individual is free to choose, taking into account that a person is able to make good judgements and decide appropriately. Thus democratic processes are observed. On the other end, Potgieter (1984:41) believes that in a democracy sharing equal privileges, duties and collective responsibilities are crucial in providing resources and services to human beings and meeting their needs. Further more, the question of collaboration has been seen in social work practice as a necessary tool. Organisations cannot grow without consulting with other organisations, agencies and institutions. It is therefore in the interest of any project to have collaboration in order to grow. The term "collaboration" as used by Homan (1999:323) is one of an organisation, namely confrontation, negotiation, collaboration and co-optation. For purposes of clarity Homan (1999) and Erlich and Tropman (1974:175) first described the term "strategy" as a general framework or orientation to

initiate an action in order to achieve a goal. They also regard an action as consisting of a series of actions that take into account anticipated events within the organisation that need to be solved. Homan (1999:333) sees the term "negotiation" as a good strategy for community members who are willing to work on a project. In the above context, the idea of recruiting other members to share ideas about the draft constitution is seen as a good step. It has been important to get consensus on the draft constitution as a sound, effective and efficient guide to the activities of the SHARE. The following timetable reveals how the activities were scheduled in terms of the organisations who participated in the SHARE inception and the total member of representatives.

DATE OF MEETINGS	NUMBER OF ORGANISATIONS PRESENT	TOTAL NUMBER OF REPRESENTATIVES
May, 31, 1988	16 organisations including Urban Foundation, Good Year and Volkswagen	32
September, 4, 1988	8 organisations including Urban Foundation, Good Year and Volkswagen	40
October 2, 1988	12 organisations including Urban Foundation, Good Year and Volkswagen	30
October, 11, 1988	5 organisations including Urban Foundation, Good Year and Volkswagen	8
November 1988	7 organisations including Urban Foundation, Good Year and Volkswagen	9

[Source: Compiled by Mbandazayo, 1999 (Extracts from SHARE's reports)]

Figure 6.2: Timetable of SHARE activities

The above illustrates a positive response, and positive future prospects for the SHARE organisation.

A brief overview of meetings attended by some of the organisations is given below:

- Four organisations were regular in attending meetings.
- Five organisations attended three meetings.
- Five organisations attended two meetings.
- Seven organisations attended only the launching meeting. Good Year, Volkswagen and the Urban Foundation regularly sent their representatives to these meetings. The latter companies supported the SHARE project during its initial stages. A legal representative by the name of Mr Mtemi Lupondwana volunteered to be SHARE's legal advisor (Gogo, 1989).

In terms of funding the SHARE project organisations that had been attending the meetings before the launch, provided support and funding for a variety of activities. According to O'Brien (1997) most of the organisations addressing development and poverty-related needs usually find it difficult to survive on funding from organisations. Therefore they need to apply for government financial subsidies, and also to strive for self-financing. Below are the funders who assisted in financing the SHARE project during its initial stages.

- (a) **The Urban Foundation** supported the launching of SHARE by providing advice and guidance on SHARE workshops.
- (b) **Mobil Foundation** provided funding, and at the same time expressed confidence in SHARE's ability to realise its vision by providing a significant contribution to its survival during the first and second years of SHARE's existence.
- (c) **Good Year** provided financial support for SHARE's workshops and conferences.
- (d) The **Bernard van Leer Foundations** had contributed financially in fostering community education and in financing a pre-school teacher's salary.
- (e) **Kagiso Trust** contributed by financing the needs assessment survey and a pre-school teacher's salary.
- (f) The **Equal Opportunities Foundation** contributed by paying the salaries of the SHARE staff members.

- (g) **Volkswagen Community Trust** offered advice guidance and encouragement for the regular participation of their representatives in SHARE workshops.

The funding that has been contributed by the respective organisations does tell a story. Earlier in this chapter, the term "collaboration" was used to demonstrate the involvement of these funding organisations in the SHARE inception. It then becomes clear what Homan (1999:323), Erlich and Tropman (1974:175) have suggested, namely that "collaboration" is one of the strategies intended to initiate an action in order to achieve a goal. Homan (1999) even goes on to say that "collaboration" is a good strategy to be used by the community members who are willing to participate.

Homan (1999:216) and Swanepoel (1996) hold the view that the success of someone who holds the position of directorship in an organisation depends in large part on how well that person knows your community, and how many people know that person.

Apparently, the Director of SHARE is a local social work practitioner in Uitenhage. She is known to the large community and the KwaNobuhle community members know her. It is for the above reason that she was able to organise the community and facilitate their progress towards self-help and self-determination in the initiation of the community project SHARE.

6.8 EVALUATING THE SHARE PROJECT

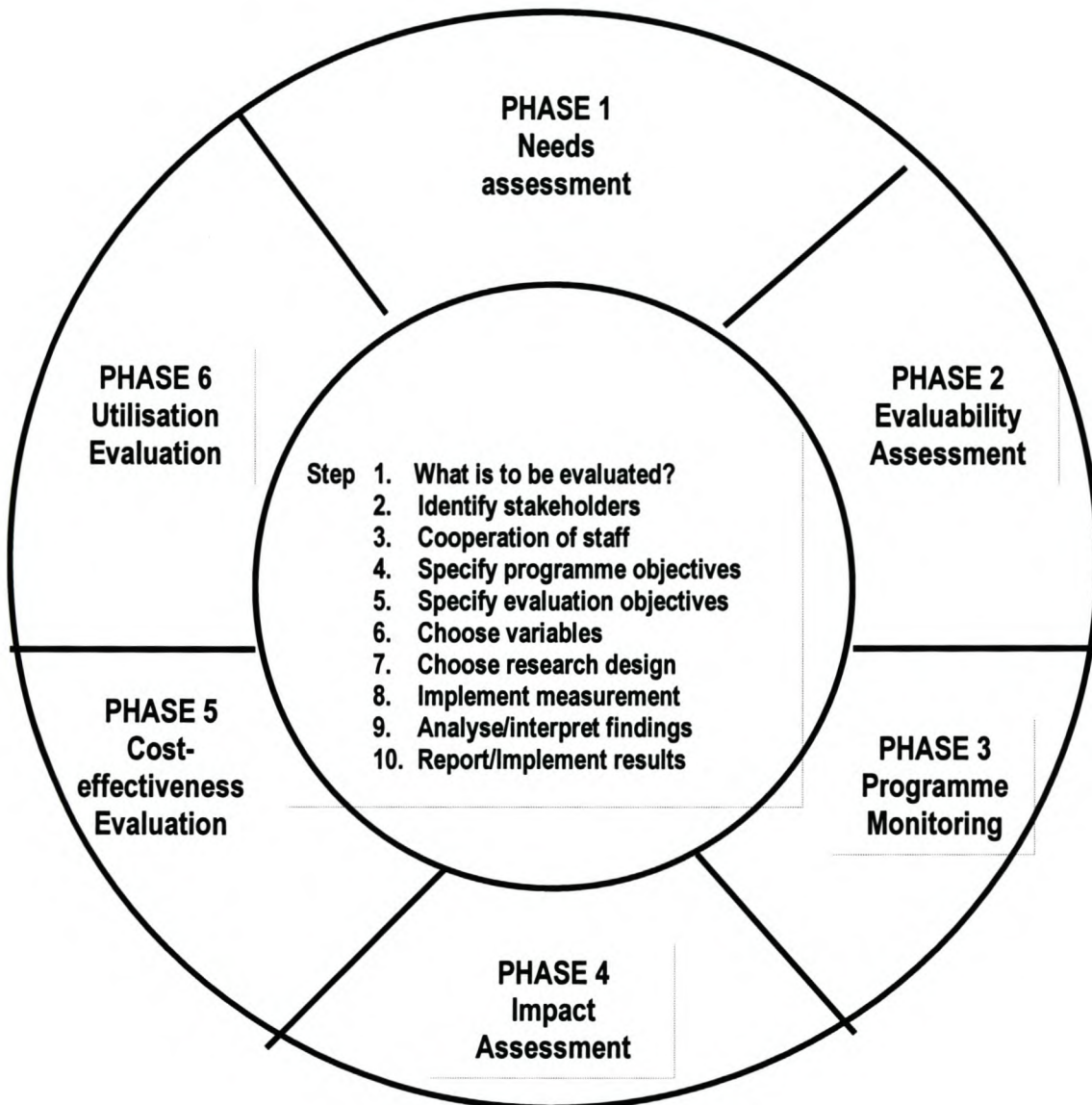
The establishment of the SHARE project was necessitated by the outcome of the needs assessment survey, followed by the SHARE activities that have been discussed in this chapter. The SHARE activities then culminated in the formulation and development of the SHARE programmes.

In this part of the chapter, the term "evaluation" will be defined to highlight the various SHARE processes that need to be evaluated such as the observational evaluation of the staff, and the formulated programmes which Rubin and Babbie (1991:499) regard it to be a "diagnostic evaluation" during a pre-intervention assessment. Evaluative reports compiled by consultants and researchers will also be reviewed. It will also be necessary to evaluate the ongoing participatory action undertaken by stakeholders. Swanepoel

(1996:96) in this regard, considers participatory action as necessary to evaluate the project throughout its life time. Everitt, Hardiker Mullender and Littlewood (1992) indicate that a participatory form of research must include the involvement of practitioners, service providers, stakeholders and the consumers of a service.

De Vos (1998) and McKendrick (1989) have presented the needs assessment survey as the first phase prior to project evaluation. Rubin and Babbie (1991) see it as a guide to the development of the best possible treatment which will enhance programme planning. In the opinion of Swanepoel (1996:95), a community development project has to be evaluated and mistakes identified and scrutinised in order to establish what caused them, its consequences and what can be done about them. According to Grinnell (1989); Rubin and Babbie (1989:480-490); Huysamen (1994); and De Vos (1998) "program evaluation" is an example of applied research and is often undertaken against some or other theoretical background. Applied research is being utilised to demonstrate the effectiveness and the efficiency of a community development project which forms part of the needs assessment survey.

The SHARE processes that have been identified earlier in this section form an Integrated Model of Programme Education utilised at SHARE. In Figure 6.3 below, McKendrick (1989) suggests an Integrated Model of Programme Education.



[Source: McKendrick, 1989]

Figure 6.3: The Integrated Model of Programme Education (IMPE)

The above Integrated Models of the programmes demonstrate a holistic approach utilised in the SHARE community project which requires an evaluative study of the various processes. The SHARE processes will be discussed below with a view to present the SHARE structure, the functioning of the various programmes, and how they

are managed by trainee co-ordinators. Other evaluative processes will also be revealed.

6.8.1 Observational evaluation of SHARE: A pre-assessment phase

A pre-assessment phase is discussed below to highlight the management status of the SHARE organisation.

6.8.1.1. *The management staff members*

The SHARE management staff is under the directorship of the local social worker, the initiator and the facilitator of the project. The management staff is constituted as follows:

- The Director is responsible for supervision, monitoring, managing and evaluating the project.
- The receptionist is responsible for the SHARE centre's sound administration and liaising with outside bodies, organisations, institutions and consultants on behalf of the Director.
- The bookkeeper looks after records, files and financial documents of the organisation. She is also responsible for accounting books in terms of the income and the expenditure. She is also the financial controlling officer.
- Three social workers present in the organisation perform professional duties within the organisation. They are also fieldworkers whenever the need arises.
- Child care workers provide supporting services to children. They also provide parental love to children and monitor their behaviour under the supervision of social workers.
- Trainee co-ordinators are responsible for supervising participants who sow, knit, do gardening, cleaning and other relevant duties that need to be performed by service providers.
- A pre-school teacher is responsible for the teaching of children in the SHARE pre-school.

- The trainee co-ordinator in the SHARE bakery supervises and monitors staff members responsible for baking scones, cakes, tarts and bread.

In respect of the above structural arrangement, Swanepoel (1996) is of the opinion that there must be a living environmental system in which people must harmonise with the living environment. The SHARE staff members influences the existing SHARE organisation, and in turn the organisation itself influences their operation. The systems theory, as proposed by Payne (1997:154-155) overstates the importance of integrating parts of the system, and assumes that all the parts of a system are required to maintain and be interrelated, and must be concerned and be maintained, rather than change. On the other end, the structural-functional perspective on society as proposed by Evan (1997) is critical of Payne's (1977) proposition. The system emphasises action theory which is functional, rather than the process of interaction. Otherwise the meaning of interaction is negated.

It is therefore from the above premise of the structural-functional perspective that the SHARE programmes are identified below to demonstrate the role played by the trainee co-ordinators in the various sections of SHARE. Contrary to Payne's (1997) proposition of preserving the system rather than change, the trainee co-ordinators intend to function in SHARE's development programmes in such a way as to bring about changes in the social lives of those disadvantaged people living in the KwaNobuhle community.

6.8.2 Evaluating major programmes

It is essential to identify the major programmes that are managed by the trainee co-ordinators. They were interviewed by the researcher in the pre-assessment phase of SHARE. They are the following:

Lukhanyiso Home

This home caters for street children. The main focus of the home is to rehabilitate the street child. Basic social services are carried out by child care workers under the supervision of social workers. Individual attention in the form of counselling is also given

to street children by social workers. Lukhanyiso Home is designed in such a way as to provide services to the street children. This programme is of value to the community of KwaNobuhle because their children are provided with the basic necessities of life such as shelter, food, water, and recreational activities.

Ithemba lethu Protective Workshop

This workshop provides an opportunity for mentally retarded children to develop their capacity as productive members of the community. Participants engage themselves in making leather work, framing photos, gardening and baking cake as part of the basic income-generating projects. Ithemba lethu Protective Workshop is providing a very valuable service to the vulnerable group of persons. These mentally retarded children are provided with an invaluable service which makes them viable in the market.

Zikhulise Women Development Centre

The centre provides training skills in sewing for unemployed women. It has the capacity to train 120 women per year. This is an innovative programme which enables participants to acquire skills whilst earning a living. Zikhulise Women Development Centre provides a program for unemployed women. The capacity of training 120 women per year is seen as a step towards social change and alleviating the problem of unemployment. The skills gathered in this section are of value to those groups of people in dire need of employment.

Ulwazi Literacy Programme

This programme equips participants with reading, writing and numerical skills which are basic to their own survival and their families' survival in a modern economy. Xhosa and English are the main focus of the literacy programme. Capacity building and self-reliance are the main aims of community development work. Ulwazi Literacy Programme adds value to the education of the illiterate group. The programme in itself caters for those groups of people who were not given a chance to get school education for a variety of reasons. However it can be postulated that lack of educational incentives and lack of funds could be contributing factors. The latter factors can be attributed to poverty.

SHARE Bakery

This is a small bakery which is also in operation in the centre. Bread, scones, cakes, pies and fresh cream cakes are baked and supplied to the community at a low cost. It is therefore one of the fund-raising drives of the project. The programme on SHARE Bakery is most valuable because it provides people with the skills on how to bake. Secondly it generates funding for the organisation. Thirdly the programme itself will be of assert in the economy of the country because trainees will acquire skills that will enable them to open their own businesses in the home industry.

Zikhulise Fabric Shop

This shop serves as a marketing outlet for all sewing groups in KwaNobuhle. Small household items are sold, including handwork products produced by the participants. The shop is essential in boosting the SHARE organisational funding. Whilst at the same time provide skills to trainees of this programmes. These skills will help trainees to be employable and thus viable in the market system.

Zikhulise Boarding facilities

SHARE provides a boarding resource facility which is a rural outreach programme for rural women in an urban setting. This facility accommodates about 25 women who are from the Eastern Cape rural areas and is valuable in solving the problem of accommodation which is reasonable enough to the low-income group. By virtue of their low-income status, these women cannot afford hotel and guest house accommodation.

Renting small offices to community-based organisations and small business entrepreneurs

Small offices are made available to community-based organisations, welfare organisations and small business for rental. The latter is another form of generating SHARE funds. The rent is however minimal to accommodate developing organisations. The offices are designed to provide additional funding for the organisation. The fact that the rent is minimal, will also help those organisations who are unable to get started with

the business because of expensive office accommodation elsewhere. The SHARE organisation has therefore made things easy for the organisations to pay low rental. If not they would have to close their shops.

The above major programmes are self-help, designed to help community groups grow and develop economically and socially from their own effort. The group has therefore organised themselves into a SHARE board and an executive committee. The purpose of these committees is to supervise and monitor the above major programmes. They are also involved in networking and linkages with other organisations, locally, regionally, nationally and internationally. The following is an illustration of the SHARE board and executive committee.

In Figure 6.4 below, an organogram of SHARE is presented. The purpose of presenting Figure 6.4 is to demonstrate SHARE Board which is represented by the KwaNobuhle local community. The SHARE organogram also indicates that the SHARE project is able to facilitate participation of the local community for purposes of solving the community members' needs. Furthermore the various units of the programme that are offered at the SHARE project are demonstrated. The idea of revealing the various programmes is to encourage the KwaNobuhle vulnerable individual community members to utilise these services for their own benefit.

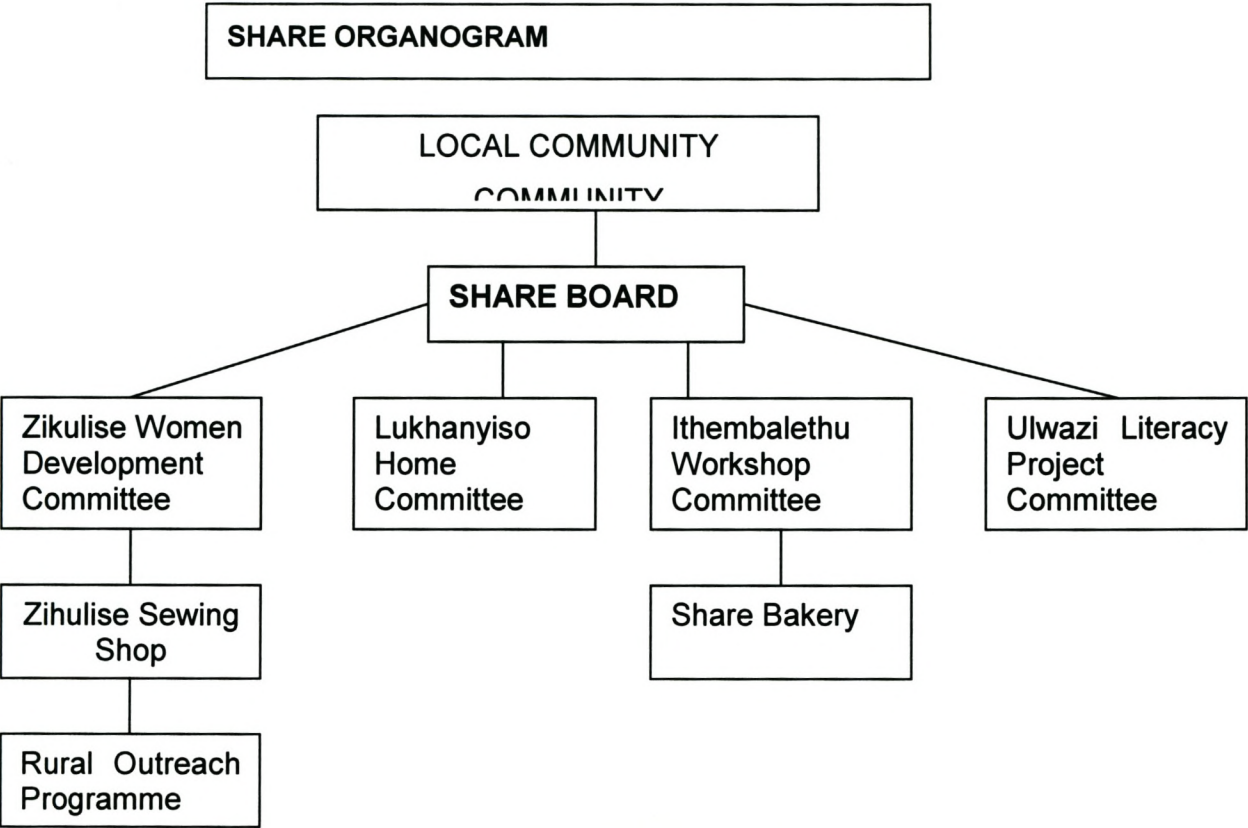


Figure 6.4: SHARE Organogram

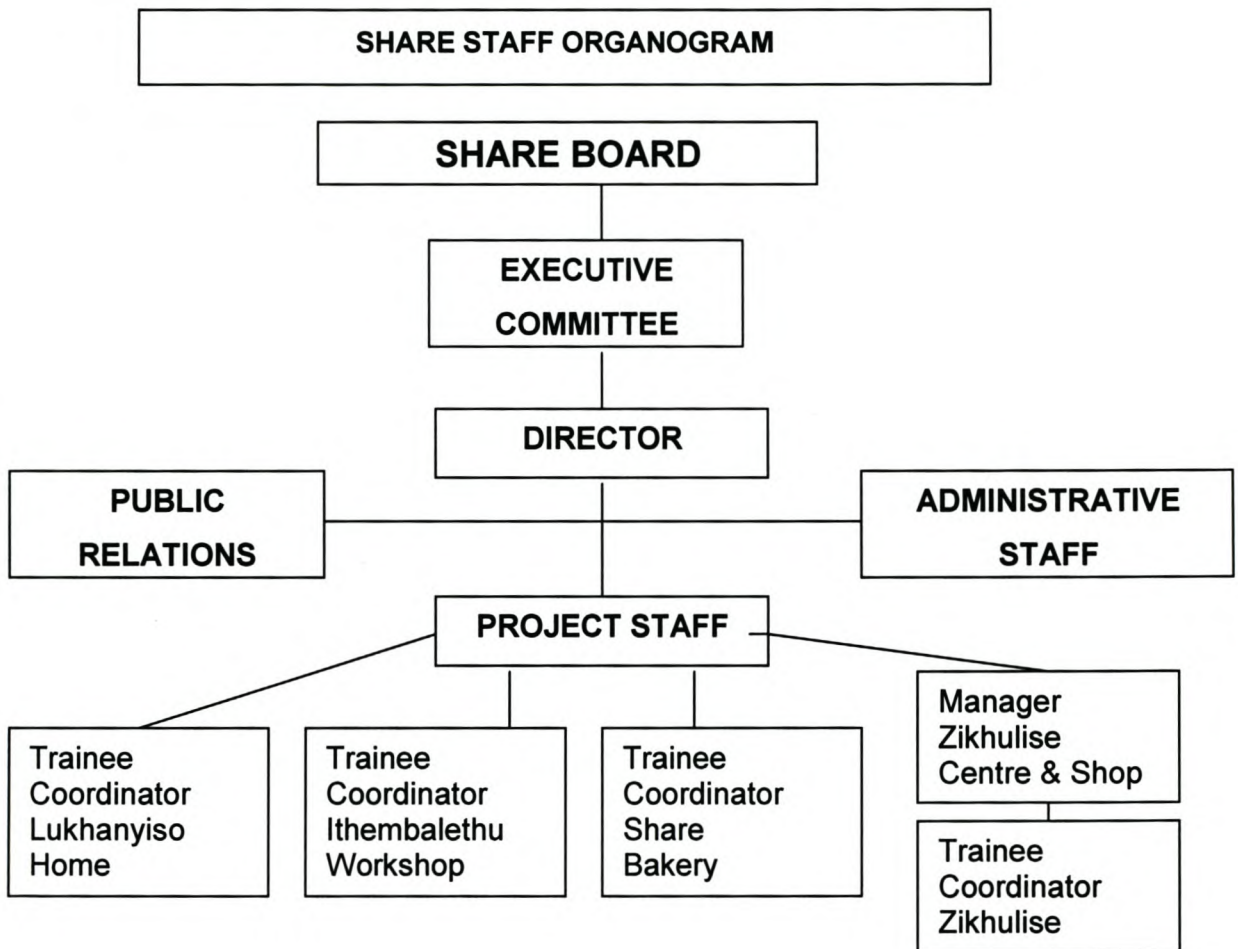


Figure 6.5: SHARE Staff Organogram

In Figure 6.5 SHARE staff organogram demonstrates SHARE Board, Executive Committee, Director and staff members.

The major purpose of demonstrating the SHARE staff organogram is to indicate the major role played by the KwaNobuhle community members and their interest in participating in a self-help project. Furthermore, the project staff is revealed in the organogram with trainee co-ordinators of the various units. The purpose of revealing

trainee co-ordinator is to identify management of the various units, and also to demonstrate that these units are manned by trained professionals in the various field for the utility of the beneficiaries.

6.8.3 Consultants evaluative report for SHARE 21-23 October 1994

The evaluative report to be presented in this section forms part of the processes mentioned earlier by McKendrick (1989) on the Integrated Model of Programme Education (IMPE). It has to be mentioned that networking and collaboration with professionals has enabled the SHARE director to involve a social work consultant in evaluating the SHARE project. The consultant (Nghatsane, 1994) has been approached to evaluate the SHARE project based on his expert knowledge and the skill in community development. He has therefore been able to evaluate SHARE, and has offered the following recommendations, namely that:

- A strategic planning process facilitated by a consultant be undertaken as soon as possible.
- Provision for increased support to the Director in the areas of organisational development, planning and evaluation be made available.
- Efforts to develop a comprehensive funding proposal for each project be vigorously motivated.
- A programme be designed to make provision for the training of post-graduate social work students.
- The roles and responsibilities of all staff be delineated with a view to effectively exploit the skills and capacities of individual staff members.
- Feedback and staff appraisal be undertaken to evaluate progress.
- A membership recruitment campaign be embarked on in order to expand the programme.
- Networking activities be expanded in order to further develop its relevance and influence on social and planning development policy promotion of the RDP in the

Eastern Cape.

- A comprehensive step-by-step process in the establishment of the SHARE be written and submitted to some professional social science journals for publication.
- Having an assistant Director to relieve pressure of work to the Director be considered.
- Engaging the services of a community /organisation development consultant be explored.

The above consultant's SHARE evaluation report has highlighted key areas of recommendations (see Annexure G). Chapter 7 of the empirical research, will reveal whether or not some of the recommendations have been implemented.

6.8.4 Participatory action on the SHARE Anniversary: 1988-1998

The above process, as one of the community processes suggested by McKendrick (1989) will be presented in this section. Swanepoel (1996:96) is of the opinion that any project has to be evaluated throughout its lifetime. The SHARE Anniversary Celebrations can therefore be cited as one of the important events to be identified and evaluated in its lifetime. The SHARE Anniversary celebrated its 10th year of existence on 9-13 November 1998. The occasion was the culmination of a period of active participation by the stakeholders and community interest groups. The participation of the latter was one way of demonstrating the usage of their acquired knowledge and the skills in developing a project.

Twelvetrees (1991:62) indicates that at some stage of a developing project, it is sometimes necessary for the community worker to withdraw from particular activities or situations, and allow the community to take care of itself. However, this step may not always be possible, especially when dealing with deprived, poor or oppressed community groups. The process of community development might take longer.

Withdrawal of a community worker from the specific activities would have to be delayed for a longer period of time. In any event, the SHARE Director continues to guide the KwaNobuhle community. She has also been useful in helping them organise the SHARE

anniversary. However, the task groups had been enabled sufficiently to participate in organising the event successfully.

Their participation reflects what Bless and Higson-Smith (1997:55) regard as a participatory research technique which focuses on bringing about social change in their socio-economic, political and cultural environment. The communities have therefore taken collective action on democratic long-term solutions to their problems.

The theme of the conference on day 1 was CALL FOR CHILDREN. On this day, the Mayor of Uitenhage opened the occasion by welcoming guests. This was followed by addresses from the SHARE board members. The school pupils entertained guests by performing rhymes and songs. Arts, drama and traditional dance and music were performed by pre-scholars as this was a day for children. The evening's funder's dinner was accompanied by traditional music and a video presentation about SHARE.

On day 2, youth activities continued with many a musical item and dance performance. On day 3 it was the social worker's turn. A welcome address was delivered by the Project Director. The Minister of Welfare delivered an address. In her address, she discussed the issue of poverty in South Africa. Strategies to eradicate the problem formed the theme of this session. It was seen as essential that a link between SHARE and the government be established for purposes of funding to combat poverty in the Eastern Cape.

In the above connection, the Financial Policy document (1999) issued by the Developmental Social Welfare Services aims at transforming the social welfare delivery service and financing to alleviate poverty.

The project plan outlined in the financial policy to allocate poverty relief funding to the various provinces in South Africa started in April 1999 and the project will be completed in year 2004. The main focus of the funding is to provide an equitable distribution of finances, services and infrastructure to the disadvantaged communities for their sustainment and capacity building. It also takes into account historical imbalances that prevailed during the apartheid system in terms of demography and the urban-rural divide

by alleviating poverty in these areas with an aim of promoting quality of life.

Day 4 was the day for women senior citizens. The theme was WOMEN AND THE ENVIRONMENT. Activities highlighted the 80th birthday celebrations for their senior citizens.

On day 5, activities for the disabled were in place. Demonstration games by wheelchair-bound children and adults involved competitive soccer and athletics between the disabled and normal persons.

In the afternoon there was a car raffle draw and the winner was announced. Thereafter closure of the celebrations featured a well-known artist.

SHARE's 10th Anniversary 1988-1998 was an occasion which demonstrated the active participation of the KwaNobuhle township. The participants represented community life at every level. The active participation of the Project Director and staff management, SHARE board members, ad-hoc committees, consumers of the SHARE resources, stakeholders, community leaders, the disabled, the young and the aged did not only represent non-discrimination, but also reaffirmed the principle of democracy and human rights in matters that affect their daily living.

According to De Vos (1998:406) and Checkoway (1995:22-20) community participation needs to be understood as synonymous with participatory action research. Participatory action research is also considered by De Vos (1998:405) to be a tool for the sustainable social development and reconstruction.

In conclusion, activities that took place on the day of the celebrations have demonstrated community participation at all levels. The occasion was the culmination of a period of development experienced by the disadvantaged KwaNobuhle community members.

It made the researcher realise the importance of participation by both service providers and beneficiaries. It has also generated a spirit of belonging in the community towards a project that they themselves have established. The community has been able to

evaluate the success of the project in practical terms and they are now in a position to evaluate themselves as participants of a successful programme.

6.9 SUMMARY

The community project profile of SHARE has been presented in this chapter with a view to highlight its historical background and its aims objectives. It has also been attempted to define the concept of "a community" as it relates to the KwaNobuhle community. The needs assessment survey conducted both qualitatively and quantitatively for purposes of guiding the inception and functioning of SHARE for goal attainment, has been presented, as well as the programmes that have been developed and activities taking place in the various units. An observational pre-assessment evaluation was necessary at some stage of the developing project, to identify strengths and weaknesses of the organisation for further recommendation. The various community processes in SHARE's activity have been analysed in relation to McKendrick's (1989) Integrated Model of Programme Education (IMPE).

In Chapter 7, a situation analysis of SHARE as a community development project in a disadvantaged community will be discussed.

CHAPTER SEVEN

SITUATION ANALYSIS OF SHARE: A COMMUNITY DEVELOPMENT PROJECT IN A DISADVANTAGED COMMUNITY

7.1 INTRODUCTION

In the previous chapter, a pre-assessment evaluation has been presented, responding to the KwaNobuhle needs assessment survey. The latter was analysed quantitatively and qualitatively as a means to identify the community's felt needs. McKendrick (1989:275) is of the opinion that in data analysis, both quantitative and qualitative data can be utilised. Qualitative data are necessary to utilise experience and observation as a route to knowledge. Qualitative data methods are concerned with maximising the objectivity and testing the validity of what we are observing, whereas qualitative methods are more concerned with subjectivity, tapping the deeper meaning of human experience (Rubin & Babbie, 1989:364). Both methods have however proved to be acceptable and legitimate in all service research studies, despite the above philosophical differences. They complement each other in a way that makes it clear to the reader what is evaluated and how it is evaluated.

In the opinion of Suchman (1972); De Vos (1998:24) and Rossie and Freeman (1989:18-24) evaluative research is the application of social research techniques to the study of large-scale human service programmes, which is a sufficient delineation of the field. It has therefore been necessary for the researcher to utilise social research methodologies that are varied enough to judge the human service programmes and activities that are in place at SHARE. As De Vos (1998:24) indicates, these varied methodologies include needs assessment surveys, programme monitoring, impact studies and observational studies. Grinnell (1985:440) supports the above view, indicating that programme evaluation requires various methods to establish the outcome.

In this chapter, an attempt will be made to review the quantitative and qualitative data of

the empirical study to test the effectiveness and efficiency of the programme activities at SHARE. Rubin and Babbie (1991:490) would regard the above proposition as the goal attainment model, which is aimed at determining the programme's effectiveness and efficiency, or whether the goal intended for the community has been achieved. It also has to be determined whether the principles of the social welfare, namely, accessibility, transparency, accountability, appropriateness, equity, democracy, non-discrimination, *Ubuntu*, service quality, securing basic welfare and human rights, as proposed by The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) have been met by the SHARE programmes.

SECTION A

This Chapter is divided into Section A, B and C. Section A represents the quantitative data, Section B constitutes the qualitative data and in Section C the findings of the study with regard to biases and errors are discussed. Apart from the sectional approach, both Sections form part of Chapter 7. Therefore they are inseparable. The data contained in these two sections need to be analysed, quantitatively and qualitatively.

7.2 RESEARCH DESIGN

In order to make the study meaningful, the next step would be to provide the theoretical background to the research design. Applied research has been utilised in this study. In general terms, the empirical research study involves gathering of existing data, and becomes clear and simplistic if it is preceded by a theoretical background. The term "research design" as viewed by De Vos (1998) refers to a detailed plan of how a research hypothesis will be conducted. In this study, a one-shot-case has been undertaken. Kerlinger (1986:294-295) clarifies the question of a research hypothesis with reference to a one-shot-case study with varied experimental designs. He indicates that any other one-shot-case study can be non-experimental designs. In the above context, the SHARE organisation has been studied as a single unit during a specific period of time. Thus, a practitioner researcher can develop ideas, questions and hypotheses for further study (De Vos, 1998:125).

7.2.1 Data collection

Data collection methods vary depending upon the researcher's choice. Some researchers prefer to use a structured instrument, while others prefer to utilise open-ended questionnaires. According to Bless and Higson-Smith (1997:107) a structured interview questionnaire contains precise questions and their alternatives or sub-questions, depending on the answer to the question. The advantage of structured interviews is that questions are being asked mainly to determine the frequency of certain answers and to find relationships between answers to different questions (Bless & Higson-Smith, 1997:111). On the other end, Grinnell (1985:313) seems to have a different view. He is of the opinion that structured questionnaires are restrictive, and therefore impose limitations on the respondents. The respondents are limited to a set of answers. Open-ended questionnaires, on the other hand, are helpful instruments to clarify concepts and problems, and they allow the establishment of a long list of possible answers or solutions to the questions. Open-ended interviews also provide an opportunity for the respondents to think and present original ideas to the researcher (De Vos, 1998:160; Bless & Higson-Smith, 1997:110). The weakness of open-ended interviews is the likelihood that the interviewer might not be competent enough to ask the most appropriate questions, and this could introduce biases. Secondly, the open-ended interview process might be consuming and therefore expensive, because questions are general, and not tailor-made as is the case in structured interviews (Bless & Higson-Smith, 1997:110; Grinnell, 1985).

Nevertheless, the above disadvantages and advantages of structured and open-ended interviews respectively did not deter the researcher from utilising both approaches. The researcher therefore utilised the structured and open-ended interviews in the study. She was able to collect data by designing two data collection instruments in the form of questionnaires. The two instruments probed issues relating to SHARE as a community development project, and the impact of the existing development programmes.

The first instrument was a structured questionnaire designed to collect data from the SHARE Director and the staff management team. The questionnaire was sent by mail to

the SHARE organisation. The advantage of mailing questionnaires is that it is less costly, because the researcher does not have to travel to the geographical area where the organisation is located. On the other end, mailed questionnaires, according to Grinnell and Williams (1990:216-217) are sent with the hope that they will be completed and returned to the researcher, but most of the mailed questionnaires are returned. And if they are mailed back to the researcher, a response of 50% is considered as adequate, 60% as good and 70% as excellent (Powers, 1985).

In this study, the mailed questionnaires were meant to probe factors such as age, sex, marital status, educational qualifications and salary income at SHARE, and other factors likely to affect the SHARE organisation in one way or the other. Further information for gathering data on the above factors will be revealed later in the data analysis of the study. The responses of the mailed questionnaires were sent back to the researcher by mail. Eleven (11) members of management staff responded, including the SHARE Director. The above responses can be regarded as highly positive taking into account the composition of the SHARE staff management as identified during the observational pre-assessment phase. The merits and demerits of the above responses will be discussed in Chapter 8, after the analysed data of the second questionnaire has been presented in this chapter.

7.2.2 Sampling

Having decided on data collection techniques, the next step was to decide who would be able to respond to questions pertinently. Sampling is appropriate in any research study since not everybody can be included in the study. Representative of the population should be identified (Balley, 1978). For purposes of clarification and with reference to the questions raised above, the concept of "sampling" will have to be defined in terms of its relevance to this study. According to Grinnell (1985:133) a sample is a small portion of the total set of objects, events or persons, which comprise the subjects for the study.

In the opinion of Bless and Higson-Smith (1997:88) the researcher has to ensure that representation constitutes a complete and correct sampling frame, which is the list of all units from which the sample is drawn. In this study, data have been collected from the

Director, full-time staff members, service providers and beneficiaries/consumers. From the above definition of sampling, the group of people selected for the study (Bailey, 1978). They are the element of the population considered for actual inclusion in the study (Arkava & Lane, 1983:27).

As such, the idea of involving the above stated elements is to describe the sample not primarily as an end in itself, but rather as a means of helping to understand the KwaNobuhle population as a whole (Powers, 1985).

Having presented the meaning of "sampling" it is also relevant to indicate the type of sampling design utilised in the study. Non-probability sampling (purposive design) has been utilised in this study to target a certain group of people in the SHARE organisation. De Vos (1998) supports the above type of sampling with the contention that purposive sampling is preferable to random sampling, because it enables the researcher to select cases that will provide contrasting experiences. These contrasting experiences will help develop ideas. The above research design has been detailed in terms of the method of design and data collection utilised, including sampling. Below, a detailed account of the data analysis is presented.

7.3 DATA ANALYSIS

This part of the chapter presents an analysis of the quantitative instrument whose data has been gathered from the Director and the SHARE management staff members.

7.3.1 Management by gender

The first questionnaire is being analysed to reveal the distribution of management staff members according to sex. The gender issue has been a thorny issue in South Africa. Women had been marginalised during the apartheid regime (UNESCO, 1972). The Poverty Inequality Report (1998) indicates that women have no power to influence change. The absence of power is virtually a defining characteristics of being poor, especially for woman by reason of unequal gender relations. Therefore, it was necessary to determine the frequency distribution for gender at SHARE for the above stated reasons.

In Table 7.1 below, the gender distribution of management staff is revealed.

Table 7.1
Distribution of management staff according to gender

GENDER	FREQUENCY	% FREQUENCY
Females	11	100
Males	-	-
TOTAL	11	100

N = 11

The above table demonstrates women's empowerment, which addresses gender equality to woman who have been discriminated against for decades in South Africa (UNESCO, 1972). The frequency distribution for women is 100%, out of a total of 11 respondents. Male rating on frequency distribution is 0%.

The above distribution of the two different sexes fulfils the requirements of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) with regard to the principle of equity. The figures also conform with Phase 6 of the utilisation evaluation regarding implementation of results as suggested by De Vos (1998:368) and McKendrick (1989). It is an attempt to bring a balance of power in employment echelons. Under such circumstances it has to be seen as bridging the gap, which has been existing for generations during the apartheid regime. From that point of view it must not be considered discriminatory against men.

7.3.2 Management according to age

In Table 7.2 below, the question of age is analysed with regard to SHARE's organisational staff management structure. The frequency distribution regarding age will indicate whether certain age groups are discriminated against at SHARE in terms of their not being part of the staff management structure. According to the Poverty and Inequality Report the overall figures for South Africa are that the young and the unemployed with no labour market experience rated highest at 36%, as compared to the poorly educated rural unemployed (28%), poorly educated urban unemployed (13%), long - term unemployed with no labour market experience (6%), those with labour

market experience and source education (15%) and highly educated unemployed poor (1%).

The above statistics indicate the highest rate of unemployment among the unemployed youth as compared to other groups. Thus, the frequency distribution for age among SHARE's management structure inevitably follow the same tendency as in the above statistical report. Table 7.2 below gives the frequency distribution.

Table 7.2
Distribution of SHARE management respondents
according to age group

AGE	FREQUENCY	PERCENTAGE FREQUENCY
21–25	0	0
26–30	2	18.2
31–35	2	18.2
36–40	2	18.2
41–45	0	0
46–50	1	9.1
51–55	1	9.1
56–60	2	18.2
61–65	1	9.0
66–70	0	0
TOTAL	11	100

N = 11

The research findings in table 7.2 reveal that the age levels between 26-30; 31-35; 36-40 and 56-60, comprise the highest employment figures at SHARE's management level, rating at 18,2% with a frequency of 2, as compared to others who are below the level of 2. The youth between the ages of 21-25 have 0% rating. The only consoling factor is that the adult youth (26-30) are inclusive in SHARE's staff management. At the same time one has to appreciate the equitable spread in the SHARE organisation of adult youth, the middle and the early aged group of people. From that premise, the principle of non-discrimination has been fulfilled as proposed by The White Paper For Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.3.3 Management according to educational status

In Table 7.3 distribution of staff management according to educational qualification is presented.

Table 7.3
Distribution of staff management according to
educational qualifications

EDUCATIONAL STANDARD	FREQUENCY	% FREQUENCY
Primary Education	0	0
Secondary Education	4	36,4
Matric	0	0
College Education	3	27,2
University Education	4	36,4
Other	-	-
TOTAL	11	100

N = 11

The above findings in Table 7.3 reveal the highest rating for University education and secondary education in the SHARE staff management structure, rating at 36,4% and a frequency of (4) as compared to others. The staff management composition reveals a 0% rating for matric which is cause for concern. Research findings by Mbandazayo (1989) indicate that most matric candidates have been found to be unemployed and non-employable. Most of them drop out of school on a account of lack of financial educational assistance. Others drop out for other reasons. It is then unacceptable to realise that they have not been absorbed into the SHARE staff management structure. However, there might be valid reasons for their exclusion.

7.3.4 Management according to income

In Table 7.4 below SHARE's staff management salaries are reflected as follows:

Table 7.4
Distribution of staff management respondents
according to salary income

SALARY INCOME	FREQUENCY	% FREQUENCY
0 – R500	-	-
R501 – R2 000	6	54,5
R2 001 – R4 000	3	27,3
R4 001 – above	2	18,2
TOTAL	11	100

N = 11

In the above Table 7.4, salary income is relatively average and compares favourably with the salary income of other organisations including government salary levels. In Table 7.4, there are few staff members who are on the highest salary bracket of R4001.00 and above, followed by higher salary bracket of R2001.00 - R4000.00 as compared with the lowest salary income bracket of 0 - 500.00. However the above income levels demonstrate a fair distribution of salaries, taking into account the professional qualifications of SHARE staff members with college education and University education as revealed in Table 7.3 on the Distribution of staff management according to educational qualifications. The latter also reveals the financial viability of the establishment, especially with reference to the sustainability of SHARE. The above data analysis is representative of what De Vos (1998:368); and McKendrick (1989) regard as cost-effective evaluation in interpreting findings.

7.3.5 Management by marital status

The Welfare Update (2000) considers single parents and the widowed as also representing the vulnerable groups of people in South Africa, especially those living in the rural areas (Poverty Inequality Report, 1998; Annual Statistical Report, 1996/1997).

Table 7.5 below, provides a quantitative measure of the marital status for those represented in the management team, research findings of which will be analysed.

Table 7.5**Distribution of staff management respondents according to marital status**

MARITAL STATUS	FREQUENCY	% FREQUENCY
Married	2	18,2
Single	8	72,7
Divorced	-	-
Separated	-	-
Widowed	1	9,1
TOTAL	11	100

N = 11

In the above Table 7.5, the rating of the single SHARE management is 72, 7% and a frequency of 8 representing the highest scores as compared to others. For those who are married only 18,2% with a frequency of (2) is recorded, and 9,1% is reflected for the widowed.

Single parents as a vulnerable group (Welfare Update, 2000) have a satisfying score on the quantification measure. However, the SHARE staff management structure has marginalised the widowed, though they are considered among the vulnerable groups of people (Poverty Inequality Report, 1998). Nevertheless the research findings have at least acceded positively to one group of people (the single parents).

7.3.6 Director's management style

In Table 7.6 below represents the SHARE Director's management style. It is most essential that the Director's management style be assessed, as the Director plays a key role in the sound, efficient and effective functioning of an organisation. In the opinion of Cox, Erlich, Rothman and Tropman (1987); Toseland and Rivas (1987) Twelvetrees (1991) and Lombard (1991), a social worker as a community development worker should have the required management skills. They outline a range of specific skills that community social workers should be able to perform as Director, as manager and as a professional person in a community project:

Firstly, a community development worker should be able to analyse needs and identify how these can be met.

Secondly, she needs to have interactional and organisational skills to bring people together, motivate the groups and facilitate the groups' social action, social planning and implementation of plans.

Thirdly, she needs to have the necessary skills to document the data of the community project.

It is for the above reasons that the Director's management style has to be empirically identified and analysed in any project, in order to determine its effectiveness and the effectiveness of the project, and further assess the operation of the principles of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

Based on Table 7.6 below, it can be determined whether the Director's management style corresponds positively to the above factors.

Table 7.6

Distribution of SHARE staff management respondents with reference to SHARE's Director

Management Style	Satisfied	Satisfied %	Not satisfied	Satisfied %	Response	Response %	Total	Total
1. Satisfied with the environment.	9	81,8	1	9,1	1	9,1	11	100%
2. Effectiveness in managing the project.	7	63,6	1	9,1	32	27,3	11	100%
3. Democratic management approach.	10	91	-	-	1	9,1	11	100%
4. Director's necessary skills to manage the project.	10	91	-	-	1	9,1	11	100%
5. Director's approach in recruitment of competent staff.	9	81,9	1	9,1	1	9,1	11	100%
6. Effectiveness of the funding drive.	0	-	10	91	1	9,1	11	100%

N = 11

In the above table, staff management's positive responses have been rated highest with reference to the Director's approach regarding the necessary skills and her democratic approach in managing the project, both rating 91%, followed by staff members' satisfaction with the working environment and competency with regard to the staff members' recruitment. Both rate 81,8%. Rating for effectiveness in managing the project is 63,6% which reveals an above average rating. With reference to the effectiveness of the funding drive, staff management response appears to have been poor. It appears that according to them, funding has not met the required standard. Thus the funding drive needs to be carried out more vigorously in order to be more effective.

The above overall analytic evaluation of the distribution of SHARE Staff Management responses can be rated as above average, taking into account the day-to-day management style of the Director. The day-to-day management style is considered crucial to the project, and therefore one can consider it as a priority in the daily functioning of the project. The question of the funding drive, though poor, can always be improved, taking into account the involvement of relevant stakeholders and the skills of proposal writing. The skills can always be managed by co-ordinating stakeholders and liaising with the donors and professionals who are skilful in helping the Director and her team on how to compile a funding proposal.

7.3.7 Community needs

In table 7.7 below, responses from the staff management team with reference to the needs of the community are analysed. In Chapter 6, a needs assessment survey was discussed qualitatively and quantitatively. It is now important to obtain responses from SHARE staff management to determine whether these identified needs have been met. According to Swanepoel (1996), Twelvetrees (1991), and Lombard (1991), a needs assessment survey has to be undertaken in any community development project. The idea is to assess the community's comprehensive needs and problems. The community social worker will be enabled to formulate a framework of strategies that will focus on physical, social, economic and political development for an interventive problem solving technique.

Table 7.7

**Distribution of SHARE management staff responses according to
meeting the identified needs of the community**

NEEDS MET	STAFF RESPONSES	% RESPONSES
1. All of the needs met	-	-
2. Most of the needs	2	18,2
3. Some of the needs	6	54,5
4. Few of the needs	2	18,2
5. No response	1	9,9
TOTAL	11	100

N = 11

In the above table, it is revealed that the rating for some of the needs that are met by SHARE activities is 54,5%, which is the highest rating as compared to the others. 18,2% of staff members, indicate that most of the needs of the community are met, whereas the other response of the same percentage (18,2%) indicates the opinion that few of the needs of the community are met.

The research findings above reflect an average response, which can be interpreted as goal attainment regarding the community's needs. However, there has been a feeling that the responses above have been confined to the SHARE's staff management team. Thus there was a need to obtain further qualitative responses from the Director, service providers, as well to be the beneficiaries/consumers of the SHARE service programmes. In support of the above, Bless and Higson-Smith (1997) express the opinion that data need to be empirically verified for purposes of an accurate scientific measurement. The latter data of the second questionnaire will be revealed later in this chapter.

7.3.8 Community satisfaction

In Table 7.8 below, the distribution of SHARE staff management responses with regard to community development satisfaction is presented. It is sometimes essential to elicit responses from the staff management team, especially the service providers. The latter are in direct contact with the beneficiaries, almost on a daily bases. Service providers are likely to gain first-hand information on how satisfied the beneficiaries are with the

programme services. In the opinion of Cox *et al.* (1987:344) and Thomas (1976), testing the opinion of citizens with reference to their satisfaction with the community development project is crucial. Such opinions help the community development worker to identify the strengths and weaknesses of the community project for the improvement or and modification of development methods and strategies to be utilised in the community.

Table 7.8

Distribution of the SHARE staff management responses with regard to community development satisfaction

COMMUNITY DEVELOPMENT	STAFF RESPONSES	% OF STAFF RESPONSES
Very Satisfied	1	9.1
Satisfied	9	81.8
Unsatisfied	1	9.1
TOTAL	11	100

N = 11

The above table reveals that the majority of staff management, as the personnel in daily contact with the clients and community members are actually satisfied with community development projects rating at 81,8%. They are also in control of the projects themselves and are capable of providing a valid assessment of community development. It can be argued whether or not the above research findings are valid. Researchers such as Rubin and Babbie (1989) offer a valuable contribution to the above argument. They present "content validity" as a concept, which refers to the degree to which a measure covers a range of meanings included within the concept. Hudson (1981:104-105) on the other hand holds the view that the "content validity" is concerned with the accuracy or precision of an instrument. While De Vos (1998) is concerned with the sampling representation of the study, the various proposed contributing factors raised by other authors above raise some questions as to whether or not the above research findings are valid. However, the above hypothesis cannot be conclusive until the second questionnaire, with new qualitative responses from the SHARE Director, the

service providers and the beneficiaries of the programme service, has been presented in this chapter.

7.3.9 Lifestyle changes

In Table 7.9 below, responses from staff management to determine changes in community members' lifestyle are analysed. In the opinion of Specht (1995) "collaboration" can be cited as an important mode of intervention to bring about social change. Collaboration, in his opinion, is concerned with the consensus of the project issue that takes place between action groups and staff management. If they agree on project issues then social change in an organisation is inevitable.

Table 7.9
Distribution of SHARE staff management responses with reference to the
number of community members having changed their lifestyle on
account of SHARE activities

CHANGE OF LIFESTYLE	STAFF RESPONSES	% RESPONSES
Many people	4	36,4
Few people	5	45,5
Insignificant no of people	1	9,1
No response	1	9,1
TOTAL	11	100

N = 11

In Table 7.9 ranking for few people whose lifestyle has changed on account of SHARE activities is 45, 5% as compared to many people whose rating is 36,4%. From the above analysis, the SHARE's effectiveness is still at a low ebb. However, the percentage rating of 36, 4% reveals room for further improvement as compared to an insignificant number of people whose rating is 9,1%.

The hypothesis posed by Specht (1975) on "collaboration" as an intervention for social change might help to improve the above-stated rating. The latter rating of (5) out of (N-11) is likely to change, provided "collaboration" (Specht, 1975) between task groups and SHARE staff management improves.

7.3.10 Community needs

In Table 7.10, community needs that are identified as having benefited the community are reflected. It is however sometimes difficult to rely on the responses provided by the staff management on community needs experienced by the population in the community.

Table 7.10
Community needs identified as having benefited the community

COMMUNITY NEEDS	FREQUENCY	% FREQUENCY
Job opportunities	8	72,7
Better education	4	36,4
Government influence	3	27,3
Electricity & Water	1	9,1
More money	NIL	-
TOTAL	16	100

N = 11

The respondents gave more than one answer because of their involvement in the project as participants, beneficiaries and service providers. Hence 16 answers are reflected in the text.

In Table 8.10 job opportunities reflect the highest rating of 72,7% as compared to better education, followed by government influence and electricity and water. There has been no response with reference to more money having benefited the community.

There is no guarantee that the above research findings are "reliable" as indicated in the above discussion. The fact that the SHARE staff management responded on behalf of the KwaNobuhle community is one factor, which we cannot rely on.

Though, authors such as Grinnell (1985), Thorndike and Hagen (1969) and De Vos (1997) emphasise "reliability" in terms of the consistency of measures in the instrument utilised, it still has to be determined whether the representative sampling frames as proposed by Bless and Higson-Smith (1997) can be explored. Bless and Higson-Smith (1997) is of the opinion that the use of a complete and correct sampling frame has to be

ascertained. Otherwise, if not correct, such a sample could never be representative of the population in study. However, in the discussion to follow, qualitative data from the correct representative sampling frame will be presented in the ensuing sector of this chapter. The representative sample includes the trainee co-ordinators (service providers) and a sample of beneficiaries of the programme services. The beneficiaries are the most important group of people likely to provide reliable information.

In conclusion, staff management responses have reflected a reasonable insight into SHARE's programmes and their service activities. However, the validity and reliability of some of the responses, as proposed by Bless and Higson-Smith (1997), still need to be verified, after all the empirical research data is presented. However, and by virtue of SHARE's existence, since (1989) one can reasonably indicate that SHARE has partly been able to conform to some of the principles of Social Welfare as proposed by The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). These principles can, so far, be named selectively. They are sustainability and appropriateness. Other principles of social welfare that have meet the requirements of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) will be revealed later in this chapter.

The next part of this chapter is to present the empirical research study of the qualitative data that has been gathered on a face-to-face interview with the Director, service providers and beneficiaries/consumers of programme services.

SECTION B

7.4 INTRODUCTION

In section A above, the quantitative data which was obtained from using the first instrument, have been presented to highlight the first part of the findings of the empirical study. This particular section will therefore focus on the qualitative data, which were obtained by means of the second measuring instrument of the study. However, before the presentation of the findings, an overview of each principle of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and

Population Development, 1997) will be given, as it is one of the objectives of the study. It is also essential to indicate how the findings of the empirical study relate to the variable of the models of the community organisation practice. The variables of the three models have been discussed earlier in Chapter 5. The three models are the local development (model A), social planning (model B) and social action (model C) (Rothman & Tropman, 1987).

The SHARE programme (a variable) as determined by Rubin and Babbie (1991:97-100), Bless and Higson-Smith (1997:37-38) has to be tested empirically to find out whether they have been able to meet the principles of social welfare, as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). The answer that has to come out of the test is called "the hypothesis". Hypothesis as a concept is described by De Vos (1998:120) and Kerlinger (1986:17) as a relation between two or more variables. Kerlinger (1986) goes on to say that there are two criteria for a good hypothesis statement:

- Hypotheses are statements about the relations between variables;
- Hypotheses carry implications for testing the stated relations.

Kerlinger (1986) concludes that substantive hypothesis is the usual type of hypothesis, which has to be translated into operational terms:

X = independent variable which is the SHARE programmes in the study.

Y = dependant variable. The latter is the principle of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

Rubin and Babbie (1991:99) and De Vos (1998) and Kerlinger (1986) indicate that in operationalising the variable, it is possible that the positive or negative. If the SHARE programmes meet the principles of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) then the SHARE project can be assumed to promote social development as defined in the social welfare policy for South Africa. In order to test the above hypothesis or the assumption,

the following design has been utilised.

7.5 METHOD AND DESIGN

7.5.1 Research design

Applied research has been chosen as a research design because applied research can be used to demonstrate the effectiveness and efficiency of a project (Grinnell, 1989; Everitt, Hardiker & Littlewood, 1992). A one-shot-case-study has been utilised as a basic strategy to describe a single unit, the SHARE organisation (De Vos, 1998). In the opinion of Grinnell (1998:95) a case-study design can also be a single subject design. In this particular study, the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997), namely accountability, transparency, accessibility, appropriateness, securing basic human rights, equity, non-discrimination, democracy, improved quality of life for the disadvantaged, human rights, sustainability, accessibility and *Ubuntu* are operationalised as variables to evaluate the SHARE programmes.

7.5.2 Data collection

The researcher designed a second data collection instrument in the form of an open-ended interview schedule (Rubin & Babbie 1993). The data relates to issues about the SHARE as a community development project, and the impact of the existing community development programme. Data have also been gathered from the face to face interview with the Director of SHARE, staff management (service providers), and beneficiaries of SHARE. Other data gathered are from the SHARE video profiles, the Share Annual General Report and activities that took place during the (AGM) ON 26 September 2001. Other sources of data have been collected from the SHARE's latest documents (Twelvetreets, 1991:136).

7.5.3 Sampling

The above mentioned interview schedule has been utilised to collect data from a sample of ten (10) SHARE respondents. The sample size consists of:

- The Director, a female social work practitioner who manages the SHARE organisation;
- Two social workers, a male and a female, providing generic social work to clients;
- An auxiliary social worker female, in charge of diagnostic and assessment approaches to new clients;
- One female care worker looking after the welfare of the street children at the Lukhanyiso Home and
- One female trainee co-ordinator, in charge of the physically and the mentally retarded young adults at the Ithembaletu workshop.

A sample of four (4) beneficiaries were also interviewed. They consist of a female mild mental retarded, aged 19; an Information Technology (IT) computer programmer, a male, who is a volunteer and a SHARE beneficiary; and two community members, a male and a female. They were interviewed at the AGM on 26 September, 2001.

Non-probability sampling (purposive design) has been used to target a certain group of the population, including relevant service providers and beneficiaries of the SHARE service programmes. De Vos (1998), Bless and Higson-Smith (1997) support the above type of sampling. Purposive sampling is preferable to random sampling in the sense that the researcher has been made able to select cases that provided contrasting experiences and opinions. A qualitative approach is utilised because it is concerned with tapping the deeper meaning of human experience subjectively (De Vos, 1998).

7.6 OPERATIONALISING THE VARIABLES

Having discussed the method and design of the empirical study, it is now essential to present the qualitative data that was gathered at SHARE on the 25-26 September, 2001.

In this section, an attempt will be made to provide a brief discussion of each principle, so that the reader is able to understand the operationalisation of the variables. The term "operationalisation" will be defined for purposes of clarifying how variables are tested, in order to provide the results of the empirical study. Variables to be operationalised are

the principles of the White Paper for Social Welfare, (Ministry of Social Welfare and Population Development, 1997) namely, accountability, transparency, accessibility, appropriateness, equity, non-discrimination, sustainability, human rights, democracy, quality of life and *Ubuntu*. The purpose of operationalising these variables above is to determine whether the SHARE programmes meet the principles of the White Paper for Social Welfare, Ministry of Social Welfare and Population Development, 1997).

According to Rubin and Babbie (1993:120) and Briar (1978), the term "operationalisation" is the process of defining certain central constructs. Most often, the independent variables are contained in a hypothesis, in terms of the procedure to be performed, in order to measure the constructs. In respect of the above definition of operationalisation, variables have already been defined earlier in this section. It is now important to clarify the relationship between these central concepts, and then suggest possible causal relationships between them (Briar, 1978; De Vos, 1998:115).

Below, each of the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) is presented in this study. Thereafter, variables that have already been mentioned above will be operationalised. The variables of the three models, namely local development (model A), social planning (model B) and social action (model C) will be discussed and how the variables of the three models impact upon the assumed outcome of the empirical study. Interviews that the researcher conducted on 25-26 September 2001 with the ten (10) SHARE respondents are identified below as (a), (b), (c), (d), (e), (f), (g), (h), (i) and (j). The interviews were conducted to obtain the views of the SHARE programme from staff members (service providers), the Director, and the beneficiaries (consumers) and how these SHARE programmes meet the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.6.1 The principle of sustainability

The principle of sustainability presupposes that SHARE as an organisation has to be sustained in order to meet the basic needs and demands of the KwaNobuhle community. Thus, the latter principles are crucial and can be addressed by providing

interventive strategies, which are expected to be financially viable and cost effective (The White Paper for Social Welfare, Ministry of Social Welfare and Population Development, 1997). The principle of sustainability is identified from the words of the following respondents on 25-26 September 2001, and, how the principle is affected by the SHARE programmes.

7.6.1.1 Respondent (a), (b) and (c)

In an interview with respondents (employees) (a), (b) and (c) on whether they perceive SHARE and its programmes as meeting the principle of sustainability, **Respondent (a)** (employee) reports as follows:

"I see SHARE as a sustainable organisation through its programmes, because it has been in existence for 12 years. The Government subsidises 75% of the social work salaries. However, it can be appreciated if the Government can provide more financial subsidy in the salaries of social workers."

Respondent (b) (employee) reiterates as follows:

"Though SHARE is expected to top up the remaining 25%, the latter percentage is not provided by SHARE in the salaries of social workers".

The above statement impacts upon the observation of the researcher. In 1997, the researcher visited SHARE for a pre-assessment evaluation. The two social workers who were at SHARE at the time have been replaced by a new set of social workers. The female social worker started working at SHARE in February 2001, and the male social worker arrived at SHARE in August 2001. It can therefore be postulated that social workers as professionals are absorbed into other institutions which offer better salaries. Therefore it becomes important for the Government to provide more subsidies to salaries of social workers, in order to retain social workers in SHARE. The above proposition can be acceptable, provided the above postulation is accurate.

Respondent (c) (SHARE director) reports as follows:

"One of the most surviving organisations ever to have been in existence is the SHARE

organisation. Most organisations never survive for long. The Director of SHARE has all the support from the community, in her endeavours to ensure SHARE's sustainability".

In support of the above view of a community member (a beneficiary), the director of SHARE enumerated some of the financial support to SHARE. It is the following:

- A nutrition programme, namely, "Zwisha". The programme is being subsidised by the government (see KwaNobuhle SHARE combined Balance Sheet of the financial statement for the year ending 31 March, 2001) (see Annexure E).
- The community chest.
- The government's subsidy of 75% for social work salaries.
- A donation from "Terres des home" (IDH), a German organisation for child trafficking.

The above overall responses from the Director, the service providers and consumers of SHARE services contribute significantly to the variables of the three models and also with reference to the goal categories of community action.

Firstly, the goal categories of community action in the above responses of SHARE employees are clearly evident in the variables of the local development model of self-keep. The latter variable of model A signifies the involvement of KwaNobuhle community members' capacity to integrate process goals in order to help themselves.

Secondly, the goal categories of community action are also significant in the variables of social planning with reference to the ability of SHARE programme activities, which have enabled the community to solve problems in the community through task groups.

Thirdly, it is also noted that the goals categories of community action in the variables of social action (model C) clearly reflect a shift of power relationship and basic institutional change in task or process goals with reference to SHARE as an organisation, which is regulated by the KwaNobuhle community members (Rothman, 1987).

From the above reports, SHARE as an organisation is likely to meet the principle of sustainability as proposed by the White Paper on Social Welfare ((Ministry of Social

Welfare and Population Development, 1997).

7.6.2 The principle of equity and non-discrimination

The principle of "equity" refers to an equitable distribution of resources to all citizens (Poverty and Inequality Report 1998). It is therefore expected that welfare services and resources should be distributed fairly, justly and equitably, irrespective of race, gender, geographical and sectorial disparities. Racial inequality and gender discrimination have been the general practice for decades during the apartheid regime. Van Eeden *et al.* (2000) and Midley (1981) indicate that the state welfare services in South Africa had to be expended in accordance with the ideological dictates of the apartheid regime, which neglected the majority of the population. Blacks were subjected to poverty and deprivation. The current regime of the ANC attempts to reverse such disparities by redistribution wealth among all citizens of South Africa (Annual Statistical report 1996/1997 and Poverty Inequality Report 1998). The principle of equity is there to foster social mobility among groups with special needs. SHARE is therefore an example of an organisation, which needs to be evaluated to determine its ability to meet the principle of equity as proposed by the White Paper for Social Welfare ((Ministry of Social Welfare and Population Development, 1997).

The results of interviews conducted to determine the ability of SHARE's programmes to meet the principle of equity with reference to gender, are as follows:

Respondent (a) (employee)

"SHARE provides an equitable distribution of employment and programme service fairly to both males and female groups of people in the KwaNobuhle community. Equity is also evident in the various sectors of SHARE for example, two (2) females and two (2) males are in the employment of the administrative staff section of the SHARE".

Respondent (b) (employee) provides the following different view:

"It is not true that SHARE fulfils the requirement of the principle of 'equity' in terms of the gender. There is an element of discriminating males in favour of females at SHARE. Most people in the staff management are females. There is actually gender inequality in

favour of females at SHARE."

Though respondent (a) and (b) disagree on the question of gender equality, they share a similar view on racial inequality.

Respondent (a) and (b) (employees) contend as follows:

"At SHARE Black is the only racial group of people that is employed including black beneficiaries of the services that are provided by the SHARE programmes."

Respondent (d) (employee)

The SHARE Director comments as follows on SHARE's fulfilment of the principle of equity has the following evidence with reference to respondent (a)'s alleged response of gender discrimination in favour of females at SHARE.

"SHAREBOARD and SHARE COMMITTEE members have also more males than females. Such an equation balances the predominance of females staff management team." (Refer to SHARE's 13th Annual Report)

It would then appear from the above varied comments that there is no conclusive evidence that the principle of equity of gender prevails at SHARE. What comes out clearly is the question of racial inequality, with Blacks which predominate at SHARE. The rationale behind the predominance of Blacks can be traced back to the apartheid regime. KwaNobuhle township in Uitenhage was carved out for Blacks, removing them from the city of Uitenhage. The National Party rule stated:

"In general terms our policy envisages segregating the most important ethnic groups and sub-groups in their own areas where every group will be enabled to develop into a self-sufficient unit. The researcher endorses the general principle of territorial segregation of the Bantu in the urban areas should be regarded as migratory citizens not entitled to political or social rights equal to those of the Whites. The process of detribalisation should be arrested." (UNESCO, 1972:16)

The above statement cannot under any circumstances be endorsed, because it is contrary to the wishes of the present government of the ANC, hence the introduction of

the principles for Social Welfare (1997). However, the point being emphasised here is to provide justification for the racial inequality at SHARE. The researcher is of the opinion that it will take time to have a mixed racial group in the KwaNobuhle township community.

In relation to the SHARE programmes on the principle of equity and discrimination, respondents (a), (b) and (c)'s responses to gender, racial, geographical and sectorial disparities relate to the assumption that the community structure and conditions therefore have problems. Therefore, the variables of the social action (model C) refer to a disadvantaged population which is deprived and seeks social justice in an inequitable social structure. Therefore the SHARE management structure has to be sensitive towards the employment of those disadvantaged community groups, taking into account the gender, the racial and sectional structural disparities.

7.6.3 Securing of basic welfare and human rights

The principle of basic welfare and human rights is to be secured by the government. The latter must see to it that all citizens are secure and provided with basic welfare rights in their social living. Human rights are basic to a person's daily life, and therefore citizens should be respected as individual persons. Allocation of social welfare and the existence of programmes are seen as rights of citizens to utilise to the fullest (ANC, 1994). Omar (1979), Si Kahn (1970) and Hugman (1992), suggest that human rights, equality and social justice are key values in a social developmental approach. The latter will facilitate the realisation of every citizen's rights to social security and social welfare services. Frost and Mijere (1997) are of the opinion that human rights can be upheld by providing essential services such as water, housing, pre-schools, schools and clinics through the process of community development. The Constitution of the Republic of South Africa (Act no 200 Of 1933) in its Bill of Rights (1996:6) stipulates that the Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in the country, and affirms the democratic values of human dignity, equality and freedom. The human rights in the Bill of Rights are subject to the limitations contained or referred it in Section 36 or elsewhere in Bill. Social workers are therefore faced with a task and a

challenge to fulfil the above requirements, not only through community development and social action, but also to monitor the implementation of the programmes through constant evaluation of social change in the community (Twelvetrees, 1991; Ginsberg, 1993).

Through their knowledge and skills, social work practitioners are able to carry out task proficiently and efficiently. The SHARE director, as a social work practitioner, is given that task and the challenge of developing the KwaNobuhle community, making use of her knowledge and her skill. With reference to the principle of basic welfare and human rights, the following responses were obtained:

Respondent (a) and (b) (employees)

"Social workers at SHARE provide generic social work services such as counselling and providing support services to abused children and women.

They are involved in advocating pension grants from the government on behalf of clients. They provide preventive educational awareness campaign on HIV and Aids. They refer clients to other agencies, whenever necessary."

Respondent (e) (beneficiary)

The researcher also had the opportunity to interview a mild mental retardant female, aged 19 years. She was keen to talk to the researcher. The researcher could understand what she was saying, though she was illogical in presenting facts to questions asked. She responds as follows:

"I am attending classes at the Ithembaletu workshop. We are mixed, both male and female. We knit, sew curtains, dresses and trousers and make mats. We are also involved in pottery and gardening. I enjoy being a participant at the Ithembaletu workshop. I have a lot. We also go out on recreational trips where we meet other people and talk to them. The people accept us. I am also getting a disability grant from the Government. I buy groceries and clothes."

Respondent (f) (beneficiary)

Another encounter was with a street child, male, aged 16 years. He was lying in bed, reading a book. The researcher asked a few questions and he responded as follows:

"I am cared to here at SHARE. Aunt is taking care of us. She cooks our three meals, wash our dishes, wash our dirty clothes and iron them. She also supervised us in keeping ourselves clean at all times. Social workers provide counselling services. Sometimes we go out on field trips. At times we engage in sports activities. I love this place."

From the above respondent's responses, it is clear that SHARE does provide for the basic necessities of life such as water, shelter, food and recreational activities. SHARE beneficiaries are also receiving disability grants from the government. This demonstrates the SHARE social worker's success in advocating pension grants from the government on behalf of their clients. It has also been established that delivery of welfare services is carried out by social workers from a service approach.

Cox *et al.* (1989) have also contributed towards the principle of securing basic welfare and human rights. Cox *et al.* (1987) maintain that the above statements by respondents (a), (b), (e) and (f) can be assumed to be concerned with the community structure and problem conditions with reference to the variables of the social planning model (model B). Variables of model B include social problems pertaining to mental and physical health, housing, recreational activities, the provision of disability grants and other basic necessities of life. The latter variables as proposed by Cox *et al.* (1987) are alleged to have fulfilled the principle of securing the basic welfare and human rights in providing rehabilitation for the mentally retarded and the physically disabled young adults at Ithembaletu workshop. It has also been established that street children (as beneficiaries) are provided with shelter, water, food, recreational activities and other basic necessities of life. From the above theoretical and practical perspective it can be postulated that the principles of securing basic welfare and human rights have been secured by the SHARE programmes in conformity with the Constitution of the Republic of South Africa (Act No 200 of 1933) in the Bill of Rights (1966:6). The Bill of Rights

affirms the democratic value of human dignity, equality and freedom.

7.6.4 Accountability and transparency

The principle of accountability relates to both public and private welfare organisations, which are providing services to the community. They are entrusted with the responsibility of dispensing welfare services to the various communities, and also to see to it that the financial commitment with regard to these services is met by social welfare efficiently and proficiently. They are expected to carry out their task in a transparent manner, because they are accountable to the community. The principle of accountability has to be applied in order to achieve the desired goal. In testing the principle of accountability and transparency, the researcher listened to one of the principle members who was a speaker at the Annual General meeting on 26 September 2001.

Respondent (g) (beneficiary) states:

"The director of SHARE has done a good job in controlling SHARE programmes expenses."

The above statement was made after the SHARE organisation's combined financial statements for the year ending 31 March 2001 has been presented by the auditor. The financial report reflected the income and expenditure of the Lukhanyise Home, the Ithembalethu workshop programmes and the government funded nutrition programme namely, Zwisha (KwaNobuhle SHARE Financial Statement, March, 2001. From the above practical point of view, it can be postulated that the SHARE organisation does make an attempt to be accountable and transparent to the community it serves.

From a theoretical perspective, Cox *et al.* (1987) maintain that the conception of the client role in relation to the variable of model B is social planning and model C in social action, accords status to the consumers or recipients and employers and constituent members of the SHARE programme activities respectively. It would then appear that the involvement of consumers, employers and constituent members is clearly significant in social planning (model B) and social action (model C) of the Annual General Meeting held in Uitenhage town Hall on 26 September 2001.

The involvement and their responses thereof, in the social planning and social action in the Annual General Meeting of 26 September 2001 demonstrates accountability and transparency. Thus it can be hypothesised that the SHARE organisation and its programmes do meet the principles of accountability and transparency as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). In the above context, Bless and Higson-Smith (1997) indicate that external validity examines the extent to which the study can be generalised to the real world. Therefore, the external validity recognises that the above results do not reflect the feelings of all representative subjects from the KwaNobuhle population.

7.6.5 The principle of appropriateness

Ensuring the appropriateness of welfare services is very necessary in the delivery of welfare services. South African communities are diverse in terms of culture, tradition, beliefs and norms. These elements must be taken into account in the policy formulation, administration and management of social welfare. It is only then that human rights will be sustained and the attainment of the objectives and goals of development social welfare will be ensured.

In other words, social workers are expected to design appropriate social welfare programmes and to use methods and approaches that will be suitable to diverse cultural groups in South Africa. To cite one example, the Bill of Rights (1996:4) in the Constitution of the Republic of South Africa recognises the diverse indigenous languages of all commonly used by communities in South Africa.

In the researcher's, it is clear that SHARE provide programmes that are suitable for the community of KwaNobuhle in its usage of Xhosa, as this is the language used by this community. The services that are delivered in the SHARE programmes are also appropriate. They include counselling on a variety of problems that are common in the community, such as HIV and Aids, child abandonment and abuse of men and women. Support services are also provided to school truancy, which has the highest rate in this community (SHARE 13th Annual Report, 20 September 2001.)

With reference to the principle of appropriateness **Respondent (a)** an employee states:

"The SHARE programmes that are offered to the KwaNobuhle community are appropriate. Social workers do provide counselling to services that are appropriate to a variety of social problems include HIV and aids, advocacy for pension grants, adoptions, abuse of men and women and other social problems experienced by the KwaNobuhle community."

With regard to the principles of appropriateness Burch and Burch (1978), Rothman and Tropman (1987) indicate that the basic change strategy of social planning (model B) is based on the social worker's role to gather facts about a client's social problem so as to take an appropriate course of action in order to solve the problem. At SHARE clients are interviewed by social workers with a view to gathering data followed by counselling.

From the above practical and theoretical perspective, it can be postulated that the counselling services rendered at SHARE do meet the principle of appropriateness as proposed by the White Paper for Social Welfare ((Ministry for Social Welfare and Population Development, 1997).

7.6.6 Ubuntu

The White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997:10) explains the concept of *Ubuntu* as follow:

"Umntu ngumntu ngabanye abantu, goes the Xhosa proverb. People are people through other people." The term *Ubuntu* is community-based term, which expresses feelings of empathy and sympathy between people. To recognise each other's individuality is the basis for *Ubuntu*. It emphasises that people who live in the same community care for each other.

In terms of the above explanation SHARE does allow the principles of *Ubuntu*. The staff members celebrate each others birthdays and exchange gifts (SHARE, 13th Annual Report, 26 September, 1:2001).

Respondent (h) (employee)

In an interview with a community member, **Respondent (h)** said the following:

"In our community we do have imigalelo (meaning a monthly contribution towards a community club). We also have another club, namely Umasingwabane meaning, a contribution towards a member's burial in case of death. When one member of Masingwabane dies in the community, he or she is buried by the club."

From the above report on *Ubuntu* we can see that the African communities are able to survive through such joint clubs. The clubs are intended to improve the quality of life of individuals and family groups in the community. Thus SHARE has been able to provide educational and supportive services to the clients through counselling. The educational counselling services have enhanced the principle of *Ubuntu* in the KwaNobuhle community.

Rothman and Tropman (1987) and Corey and Corey (1992) are of the opinion that educational counselling services can be regarded as the medium of change through the variable of local development (model A). The variable of Model A manipulates small task-oriented groups undertaken by social workers at SHARE has enhanced the principle of *Ubuntu*.

It can therefore be asserted that the SHARE programmes have been able to meet the requirements of *Ubuntu* in KwaNobuhle community.

7.6.7 Quality service

The importance of quality service in social work is increasingly becoming essential, especially in the management of projects. It has become a global issue in that the world economy is becoming a service economy. Parasuraman, Zeithanil and Berry (1990:1), Morgan and Margotroyd (1994:1), Fitzsimmons and Fitzsimmons (1994:6) are of the opinion that an exceptional quality of service has to be provided in order to be a competitive organisation. Burch and Burch (1978) and Marlin (1980:811) emphasise the importance of providing high quality service to clients. The White Paper for Social

Welfare (Ministry of Social Welfare and Population Development, 1995:9) emphasises that all social work programmes are to strive for excellence and quality service. In the above context, managing service quality in social work organisations is crucial and requires expert knowledge and the necessary skills to ensure quality service and its application to the social work profession. SHARE programmes therefore have to be evaluated to determine the quality of the organisation's service to the members of the community. With regard to the principle of quality service at SHARE, the researcher interviewed a mildly retarded female, aged 19.

Respondent (e) (beneficiary)

"At SHARE, we are engaged in a lot of activities in the unit (Ithembaletu workshop). We knit, sew clothes, do mats, pottery and make dolls. We are then able to sell the above items to the community because these items that we produce are quality made. We are therefore able to generate funds for our organisation."

Respondent (d) (beneficiary)

A member of SHARE's management staff supports the above motion. She reiterates:

"SHARE organisation has the ability to attract both local and international donors. Terres des home, a German organisation for child trafficking, [child exploitation by engaging a child in child labour, for economic gains in the Xhosa language, it is ukuthengiswa kwabantwana ugenzuzo]."

The United Nations research findings reveal an estimated 30 million victims of child trafficking worldwide (Gogo, 2001). From the researcher's perspective, it has been noted that SHARE invites government officials and high profile political figures to participate in the activities of SHARE. For example, a housing representative from the Bisho government attended the SHARE annual meeting (AGM). In his speech, he stated that community organisations can submit the housing proposals to the government for the building of low- cost housing for the community. But, the organisation has to identify the land first before submitting a proposal.

Secondly, the former premier of the Eastern Cape also attended the SHARE annual General meeting. He was introduced as the Patron of SHARE.

The above events are an indication that the SHARE organisation is likely to provide a quality service.

Rothman and Tropman (1987) and Chestang (1978), in support of the above proposition, also highlight the boundary definition of the community client system or the constituency with reference to the variables of model A and model B. The variables of model A and model B presuppose that the total geographical community was involved including the functional community prospectively. The above proposition demonstrates the quality of the service provided by the SHARE organisation in terms of attracting the geographical population at large.

It can therefore be hypothesised that the SHARE organisation and its programmes are able to meet the principle of quality service as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.6.8 The principle of democracy

According to the Discussion Document (Ministry of Social Welfare and Population Development 1995:9) the principle of democracy involves an appropriate and effective mechanism, which can be applied to the decision-making process. It requires that all constituents will be given the right of representation in matters that affect them. The principle of democracy is related to promoting the participation of the public in the delivery of welfare programmes, including the management of social welfare services. Democracy is therefore the cornerstone of the rights of all citizens will be able to understand the pitfalls that they are likely to encounter in government proceedings and legal issues.

In interviewing some of the SHARE staff members about the adhere to the principle of democracy at SHARE, their responses were as follows:

Respondent (i) (beneficiary)

"Democracy at SHARE is evident because the SHARE Board and the SHARE committee represent the KwaNobuhle community."

Respondent (b) (employee) in contrast to the above opinion states:

"I have reservations about the predominance of democracy at SHARE. Some of the staff members are at times not part of the decisions, taken at the SHARE Board and the SHARE Committee meetings".

The theoretical perspective given by Rothman and Tropman (1987), Hank (1977) and in the Encyclopaedia of Social Work (1977) indicate that assumption concerning community structure and problem conditions rely on the variables identified in the local development (model A). A variable in Model A purports that the community members will not be in a position to be democratic in solving their community problems, if the community itself is "static" about the relationship among themselves.

From the contrasting opinions in the above practical and theoretical approaches and views, it would appear that there is no conclusive evidence that the principle of democracy does prevail at the micro-levels of staff management. However, from the macro-perspective, the researcher is of the opinion that participation and decision-making processes are being espoused at the highest levels at SHARE. One needs to have been at SHARE for longer period of time, and to know SHARE's historical background, its inception and its on-going activities. These factors were discussed at length in Chapter 6 of this text. In all the various stages of SHARE's programme activities, there is also documental evidence that the community members and the local organisations participated and made decisions throughout the above mentioned development process at SHARE (KwaNobuhle Community Needs Assessment Survey, 1988; SHARE's 13th Annual Report, 26 September, 2001).

7.6.9 The principle of accessibility

According to the Discussion Document (Ministry of Social Welfare and Population Development, 1995:10) organisations and institutions are expected to be accessible and

responsive to all those in need. Barriers which make this difficult should be removed. The principle of accessibility therefore requires that the citizens of South Africa are to participate equally in all spheres of life.

In interviewing one of the beneficiaries with reference to the principle of accessibility at SHARE, the response was as follows:

Respondent (j) (beneficiary)

"Resources are made available at SHARE to all community members of KwaNobuhle. Programmes at SHARE cater for all sectors of people, the young, the physically and the mentally young adults. There are also adult literacy and nutrition programmes at SHARE. Welfare services are also provided by social workers from a generic approach (Kuzo zonke inkalo zentlalo)."

It would then appear that the variables of the local development (Model A) and the social planning Model B) have enabled the principle of accessibility of the effective at SHARE.

Firstly, salient practical roles of variables of an enabler-catalyst, co-ordinator, teacher of problem-solving skills and ethical values in local development (Model A) have enabled access of service to the KwaNobuhle community.

Secondly, salient practical roles of variables of fact-gatherer and analyst, program implementer and facilitator in social planning (Model B) have also enabled the principle of accessibility to prevail at the SHARE organisation (Rothman & Tropman, 1987; Beck, 1978; Chestang, 1978).

The above practical and theoretical perspectives indicate that SHARE programmes have met the principle of accessibility, as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.7 GENERAL TREND IN THE VIEWS OF THE TEN (10) RESPONDENTS AT SHARE

The above data were analysed to determine the impact of the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997)

SHARE programmes. Respondents have provided various views and opinions on the effectiveness and efficiency of these SHARE programmes, and how they have been able to meet the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). In relation to the above data analysis, Reid and Smith (1981:242) confirm that any analysis and interpretation is always guided by the purpose of the study. De Vos (1998:381) also indicates that variables utilised reflect the characteristics of the specific outcome objectives that have been formulated and how it has been hypothesised that SHARE programmes, as interventive strategies, have manifested themselves in actual measurable ways in client's living.

The general trend in the views of ten (10) respondents needs to be identified on each principle of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.7.1 Sustainability

The three respondents (employees) (a), (b) and (c) were first interviewed by the researcher. Two out of the three respondents gave a positive response with reference to the SHARE programmes and their impact on the principle of sustainability. De Vos (1998:120) and Briar (1978), indicate that "hypothesis" involves testing, which means that the researcher has to ascertain whether the hypothesis can be supported or rejected, or is true or false.

From the above report it is clear that the majority of respondents have given a positive response with reference to the SHARE programme and its effectiveness regarding the principle of sustainability. For that reason, it can be hypothesised that the share programmes have been able to meet the principle of sustainability as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.7.2 Equity and discrimination

Second, there have been contradictory views on the principle of equity and discrimination with reference to gender, racial, geographical and sectorial disparities in

relation to SHARE programme effectiveness. These contradictory views have been already discussed earlier this section. However, and despite the above differences, two out of three respondents have given positive responses, contending that the SHARE programmes have been able to meet the principles of equity and no discrimination, as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). De Vos (1998:343) is of the opinion that contradictory views on the principle of equity and discrimination with reference to gender, race, geographical and sectorial disparity are crucial in the sense that the researcher had to incorporate these contradictory debatory constructs to evaluate the data for their information adequacy, credibility, usefulness and centrality. Nevertheless, the majority of respondents have been able to meet the principle of equity and no discrimination as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.7.3 Human rights

Third, respondents (a), (b), (e) (employees) and (f) (beneficiary) have all given positive responses with regard to the SHARE programmes and how the programmes meet the principles of securing basic welfare and human rights as proposed by Lombard (1991), the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) and Wei and Gamble (1978).

7.7.4 Management style

Fourth, respondents beneficiary (g) and an employee (d) and the Annual General Meeting (Documental evidence of the Annual General Meeting (AGM), 26 September, 2001 attached as Annexure D), all gave a positive response on the SHARE management style in relation to the principle of accountability and transparency as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). The above outcome on the qualitative measure of SHARE's management style and its positiveness towards the results of first instrument, namely the quantitative data. Creswell (1994:177-178), regards the above approach as a mixed methodological steps of the design model in which the researcher would mix

aspects of the qualitative paradigm at different times of the methodological steps of the designs of a single project.

From the above report, it can therefore be hypothesised that the SHARE management has been able to meet the principles of accountability and transparency as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

7.7.5 Appropriateness

Fifth, in terms of the principle of appropriateness, respondent (a) commented positively about the SHARE programmes in providing appropriate services to the public. The question of the principle of appropriateness is therefore unquestionable in the sense that it cannot be faulted. The existence of SHARE as an organisation from its inception had focused units to provide services that are to solve social problems in the community. The process of social action has been initiated at SHARE in the most appropriate manner. Twelvetreets (1991) is of the opinion that social planning is a complex term because it encompasses a wide field in itself and a variety of activities.

It is in the above context that the SHARE programmes are regarded as providing appropriate services, which have been properly planned and put into social action (Briar, 1978; Chestang, 1978)

7.7.6 Ubuntu

Sixth, the term *Ubuntu* is a practical concept, which conforms to the cultural norms of the African society, especially in the rural tradition societies. It is therefore essential for SHARE to provide counselling services on the principle of *Ubuntu*, taking into account that the Uitenhage community in KwaNobuhle is suburban in nature and therefore unlikely to practice the principle of *Ubuntu*. Respondent (h) has commented positively about the principle *Ubuntu* in relation to the SHARE programmes. It has also been established that the staff members at SHARE do practice the principle of *Ubuntu* through an exchange of birthday gifts (SHARE 13th Annual Report, 26 September, 2001). The general trend has therefore been positive, with reference to the SHARE

programme of counselling and in relation to the principle of *Ubuntu*. From the above report, it can be hypothesised that the SHARE programmes have been able to meet the principle of *Ubuntu*.

7.7.7 Quality services

The seventh point focuses on the principle of quality service. Respondents (e)(beneficiary) and (d) (an employee) gave a positive response with reference to the principle of quality service. The SHARE project is also attracting government officials and high profile political figures. For example, in the Annual General Meeting (AGM) held in Uitenhage (KwaNobuhle Town Hall) on 26 September 2001, the former Premier of the Eastern Cape, Mr Mhlaba, was introduced as the Department of Housing from Bisho (Eastern Cape Government). Thus it can be assumed that there is a positive trend with reference to the SHARE programmes in relation to the principle of quality service. Albrecht and Zemke (1985:18) and Martin (1993:6) indicate that the capacity to serve clients effectively and efficiently is an issue that every organisation must face and that quality management leads to productivity. Clients who believe that social work organisations are delivering quality service will continue to support those organisations (Van Niekerk, 1998:246).

From the above reports and responses, it can be postulated that the SHARE programmes meet the principle of quality service.

7.7.8 Democracy

The eighth point relates to whether the SHARE programmes conform to the principle of democracy. Respondents (b) employees and (a) disagree in this regard. Respondent (a) is of the opinion that democracy prevails at SHARE whilst on the other hand, respondent (b) seems to have reservations about the presence of democracy among the SHARE management staff. Respondent (a) therefore seems to be providing positive response whilst respondent (b) is negative about the prevalence of democracy at the SHARE organisation. Nevertheless, the above report negates the fact that SHARE does reflect the principle of democracy at macro-functional levels. This statement can be

substantiated by observable events and documental evidence (SHARE 13th Annual General Meeting, 26 September, 2001.) The above contrasting responses do not make it conclusive that the SHARE organisation has indeed met the requirement of democracy.

7.7.9 Accessibility

Finally, in terms of the principle of accessibility, respondent (i) a beneficiary has a positive response. Apart from this positive response, the principle of accessibility is distinct and obvious in relation to the SHARE project. Programmes that are available at SHARE are offered by social workers and service providers of the various units as indicated earlier in the text. Thus there is conclusive evidence that the SHARE programmes do meet the principle of accessibility.

In summary, when reflecting on the answers of the ten (10) respondents, only three (3) respondents have provided negative responses. The remaining seven (7) responses are positive. For example, one negative response have been given earlier in this section.

The third response relates to the principle of democracy.

In respect of data analysis, Morse and Field (1996:102-108) are of the opinion that data in qualitative analysis have been utilised in the format of textual narrative and transcribed interviews, including descriptions of observation and reflections and ideas that are recorded (field notes).

Having interpreted the above findings of the study, it will be useful to discuss the findings of the study with a view to highlighting the attainment of the stated objectives of the study. In the opinion of Bless and Higson-Smith (1997) attention should be given to the extent to which the hypothesis have been confirmed and how the results can be extended to the whole population.

SECTION C

The purpose of this section is to discuss the findings of the study with regard to biases and errors of measurement likely to have occurred in the study.

7.8 DISCUSSION OF THE FINDINGS

It will be necessary to review the objectives of the study to determine the goal attainment of the study. The discussion of the findings will also indicate the implication of the research findings and how the latter impact upon the profession of social work, (Bless & Higson-Smith, 1997:143, Grinnell 1985; Rubin & Babbie (1991).

The findings of this particular study have demonstrated the importance and value of the study in terms of the needs assessment survey analysis and the SHARE programme processes discussed in Sections A and B of this chapter (Chapter 7).

It also has to be indicated that the local social work practitioner has been influential in helping the Kwanobuhle community, by involving them in the needs assessment survey and the SHARE programme activities. The social work practitioner had enhanced citizen participation in the community at all levels of the organisation. To support the above, Du Toit (1997:24-25) and Twelvetrees (1991) can be cited. They indicate that the community development workers must facilitate development and not be the author nor dictate the direction of their collectiveness. Their participation has been supervised, monitored and facilitated by an experienced social work practitioner with expert knowledge and skills in community development. In the opinion of Twelvetrees (1991:82) citizen participation among the community in activities that relate to their problems is called horizontal participation, as opposed to "vertical participation" which relates to events associated with government action.

7.9 EMPIRICAL RESEARCH

The aim of the study is to formulate theoretical and practical guidelines based on the findings discussed earlier in this text. The objectives of the study are to present a profile of community needs, and further present the project, programmes and resources that

are in operation at and designed to promote social development in the disadvantaged community of KwaNobuhle township. In compiling the case-study and describing how the community programmes and activities operate, the researcher must consider whether the principles of development set out in the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) are met. The SHARE community programmes have been analysed in Section A and B of this chapter (Chapter 7). The quantitative and qualitative practical implications of these principles have been identified as well as the constraints thereof. In the opinion of Briar (1978), Rubin and Babbie (1993:120), De Vos (1998:112-114), Mouton and Marais (1990:64-67) conceptualised is the application of the research process of quantifying the hypothesis with a view to testing the hypothesis statistically. On the other hand, operationalisation is the process of defining certain central constructs. Most often, the independent variables are contained in a hypothesis in terms of the qualitative data, Berg (1995), Taylor, (1993) is of the opinion that qualitative researchers must create a research design which is the best suitable to their project. The project has to be accessible to the researcher. Once the researcher knows the topic, the researcher needs to conceptualise who the subjects are, and what the setting will be, and how he will go about gaining entry.

The relatedness of conceptualisation in as far as the SHARE project is concerned can be identified in the SHARE programmes. These programmes in Kerlinger's (1986:32-33) opinion can be assigned to the independent variable, which is being manipulated and is presumed to give an "effect" which is regarded as the dependent variable. On the other hand, operationalisation is seen as the application of the principles of social welfare, which will be the outcome of the research study. Operationalisation therefore attempts to measure the independent variables (programmes) to determine whether the quantitative measures and the qualitative measures utilised in Section A and B of this chapter have the desired effect.

Reid and Smith (1981:61) conclude that the relationship between the independent and the dependent variables is influenced by a variable that occurs between them in time. It is called an intervening variable. In the SHARE context, the intervening variable which is seen as influential in the relationship between the programmes and the principles of

social welfare is the Director's management style with regard to these programmes. The Director's management style has been quantified in Section A, and further qualified in Section B to determine the effectiveness of the project director's management style. Management style, as an intervening variable has been able to achieve some of the community needs that were identified in Section A of this chapter. However, there are distinct positive outcomes in the area of job opportunities and women empowerment. Areas that have been found insufficient involve the Director's networking with other organisations for more professional help and funding. Linkage with the government can be regarded as most essential and can be beneficial to the SHARE project. Relative to the above linkages with the government, literature studies confirm that a developmental approach to social welfare should be actively promoted. The government is expected to give priority to social development and to ensure that policies are directed at achieving social and economic objectives (African National Congress, 1994). It can be agreed that the government itself is faced with problems like providing sufficient facilities such as housing to promote social development. For example, Mavuso (1992:16) projects an increase in the South African population by the year 2040 from the present 28,4 million. It can therefore be debated whether or not the SHARE's linkage with the government will ensure the alleviation of community needs satisfactorily and at all levels. To a limited extent one expects government assistance with regard to identified community needs. At the same time, one would expect that communities themselves should take the initiative in promoting social development in their communities. SHARE is an organisation that has taken the lead in engaging citizens in self-help programmes for the benefit of the community. Nevertheless, any developing organisation does experience constraints. What is important, is to focus on sustainability and the potential of the project for future development. Hence, the study on SHARE has been undertaken to determine its strengths and its weaknesses and to evaluate whether or not its existence conforms to the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) and the new financing policy (Welfare Update, April (1999)).

The above policies are fundamental in developmental social welfare. Both approaches namely that of government involvement in providing social security on the one hand and

self-determination and self-help of all communities on the other hand, are necessary to improve the quality of life in disadvantaged communities. In the opinion of Gray (1996:10) developmental social welfare is a type of social work, which affirms the need for the eradication of poverty. Thus disadvantaged communities are likely to benefit from a developmental social welfare approach, which recognises the urgency of poverty alleviation.

7.9.1 Validity and reliability of the measurement

In Chapter 6 the needs assessment data and the pre-assessment evaluation of the SHARE programmes have been presented. Chapter 7 analyses the empirical data quantitatively and qualitatively. In this section, it has to be established whether the instruments and sampling procedures that have been utilised are free from errors of measurement. With reference to the first structured instrument that was utilised in November 2000, the researcher selected eleven (11) respondents from the full-time staff members (service providers) and beneficiaries of the SHARE organisation. The data collection instrument, a questionnaire, was sent to SHARE by mail. Upon completion, it was sent back to the researcher. In this particular empirical study, the error of measurement needs to be identified in relation to biases and mistakes likely to have distorted the description of the aspect of social reality under the study. According to Bless and Higson-Smith (1997:143:144) measurement errors occur when a quantitative measure are wrong or inaccurate. At times, classification errors are made when qualitative data is wrongly identified or inappropriate classes have been used.

With reference to the data collection by means of the first instrument, the possibility of an error of measurement cannot be ruled out because the data were not collected in a face-to-face interview. Rubin and Babbie (1991) confirm the above assertion with the contention that, in assessing the reliability and validity of a measure, and study can be flawed. Rubin and Babbie (1991) base their argument not only on the reliability of the measure, but also on the methodological credibility of the way those coefficients were used. Grinnell (1985) is also of the opinion that data collection done through the mail system cannot be a reliable method to undertake. De Vos (1998) believes in the face-to-

face interview.

According to De Vos (1998) fact to face interviews create an opportunity to establish a direct relationship between the researcher and the researched, thus transmitting a flow of valid, reliable information compliant with scientific requirement. Development of trust of the information elicited can be ascertained because both parties are on equal footing in terms of clarifying unclear terms and information.

Hence, a second instrument which is open-ended has been utilised to ten SHARE respondents on the 25-26 September 2001. The above methodological approach of the SHARE service programme, a face-to-face interview. Though from the face value, it can be assumed that an appropriate sampling procedure and data collection method has been utilised, Bless and Higson-Smith (1997) have other views and opinions. Bless and Higson-Smith (1997) maintain that the instrument is likely to have constituted deficient questioning or could have omitted other essential related social artifacts or constructs of the hypothesis, which could induce error. Secondly, respondents' biases are likely to have occurred, if some respondents might give false information either to boost the organisation or to damage it.

Despite the above alleged possibility of the occurrence of measurement, the advantage of this study is its ability to utilise a variety of tools of measurement, an approach which is likely to reduce the occurrence of an error of measurement.

7.10 MANAGEMENT OF THE PROJECT

The term "management" was highlighted in the empirical research earlier in this chapter. It was identified as an intervening variable in the study, which is between the independent variable (programme) and the dependent variable (effect). It has therefore been relevant to the study. Management of the project is therefore one of the key factors which can determine social development in a community. A community requires professional skills, which will enhance efficiency and effectiveness in the management of a project. The ability to enter the community and be able to make relevant contacts reflect professional skills and techniques (Sl Kahn, 1970). A project can be sustainable

based on high quality service. Van Niekerk (1998) is support of the latter statement, is of the opinion that managers of projects need to emphasise quality service rather than quantity with a focus on strategic management.

Chestang (1878) and Van Niekerk (1998) indicate that the quality of productivity in management is vested in professional qualities of the leader in charge of the project in terms of organising the community, planning, leading and controlling the administration and getting feedback. The latter is proven by quality service rather than the quantity of staff management at the SHARE.

The Director at the SHARE centre has been able to organise the KwaNobuhle community to plan the involvement of community groups and their participation, resulting in the establishment of the SHARE board whose role is to monitor the functioning of the programmes. The success of these various steps of organising, planning, leading and controlling can be attributed to quality management. According to Van Niekerk (1998:246), Weil and Gamble (1978) and Chestang (1978), quality management is based on leadership, which they regard as an important part of management style because it influences others to define objectives voluntarily.

Furthermore, managers, as good leaders, are able to organise the community and appropriate structures to perform the job. The managers are able to direct the planned activities of others and inspire them to have a vision. The ability to make others perform requires leadership qualities in management.

In conclusion, the SHARE Director has demonstrated her ability to manage a vast organisation. Her expert skills can be identified in her ability to organise the community towards citizen participation and her ability to initiate the establishment of the SHARE organisation and its structural existence.

The organisation has its strength and weaknesses. Constraints are inevitable in any organisation. What is necessary is to exercise control in the running of an organisation. The Director of the SHARE organisation has been able to control the running of the organisation.

From the above findings of the study, it is probably that most of the principles of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) have been met.

7.11 SUMMARY

In Section A, B and C of this chapter an attempt has been made to present the empirical data quantitatively and qualitatively. The research design and method utilised in the study have enabled the researcher to present the data that were gathered from the SHARE respondents. The first data instrument, which was of a structured nature, was used to gather data from eleven respondents in November 2000. The second data collection instrument gathered data from ten respondents from SHARE on the 25-25 November 2001. The two data collection instruments have been applied to full-time members of SHARE and consumers of the SHARE programmes. The data have been analysed. Findings of the empirical research study are both positive and negative. However, since most of the responses were positive, there is at least a 70% probability that the SHARE programmes have met the principles of social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

In Chapter 8 which is to follow, conclusions and recommendations are presented, which will reflect on the empirical research findings. Recommendations will be offered with the aim of providing further suggestion for the future development of the SHARE project and its activities, and also for other organisations to use as guidelines.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

In this chapter an attempt is made to offer conclusions and recommendations based on the objectives of the study and the findings of the empirical study. The study clearly indicates that programmes initiated by the SHARE organisation are necessary to combat identified needs experienced by the Kwa Nobuhle community in Uitenhage. It has therefore been essential for these programmes discussed earlier to be implemented in order to address the identified needs in accordance with the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) and the financing policy document (April, 1999).

The strength and weaknesses in the management of these programmes are identified. The study has been undertaken to determine whether or not the Principles of Social Welfare (1997) and the Financing Policy Document (1999) were met in fulfilling the KwaNobuhle community needs. The researcher therefore has to conclude by making recommendations on each of the Chapters, and how social workers can use as guidelines for community work projects. The recommendations made will fill the gaps that have been identified in the programmes of the SHARE project.

8.2 CONCLUSIONS

The objectives of this study were:

- to present a profile of the community needs and a description of the community work which are in operation at the SHARE organisation.
- to compile a study on how the community work project SHARE meets the principles of social welfare.

In relation to the above objectives the researcher has identified the following gaps.

8.2.1 Education and unemployment with regard to Grade 12 drop-outs

The study clearly reveals that Grade 12 drop-outs have not been accommodated in education and job opportunities with the SHARE organisation. The position of Standard 10 drop-outs in the Eastern Cape had been a long felt problem, and it needs attention. A special programme for Standard 10 drop-outs need to be established.

8.2.2 Professional staff members

It has been established in the findings of the study that SHARE does not have enough professional staff at management level and on the SHARE board to foster organisational innovations such as workshops and other professional activities.

8.2.3 Psychologists

It has been observed that no psychologists are employed by the SHARE organisation. The services of a psychologist are essential, especially in dealing with diagnostic and clinical issues of clients.

8.2.4 Publications and newsletter

Capturing the valuable data at the SHARE organisation has been seen by the consultant (1998) in this study as of importance to highlight SHARE's professional activities. This is an area which needs attention, as established by the researcher, and therefore requires attention.

8.2.5 Funding linkages with government and private organisations

Funding linkages with the government are limited. The lack of a partnership with the government is a problem which has been identified earlier in (1997). However, recent information from the SHARE Director indicates that there has been a limited improvement on the part of the government as compared to previous years. However, funding linkages with private organisations have not improved.

Despite the above weaknesses that have been identified at the SHARE organisation, it

can be generalised hypothetically, in the research findings that the SHARE programmes have been able to meet the most essential principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development 1997). Thus it can be hypothesised that the objectives of the research study have been partly fulfilled, taking into account the outcome of the quantitative and the qualitative finding of the study discussed in Chapter 7.

8.2.6 Developmental Social Welfare

In Chapter 2, the general context of social welfare in South Africa has been highlighted with reference to developmental social welfare in South Africa. The various social factors such as political, education, housing, economic, urbanisation, employment and democratic processes of the past have been presented as problematic, having a negative effect on the quality of social life especially on Black communities, on account of the then entrenched apartheid system. The Blacks were most affected in terms of the above stated factors, because they were placed in the lowest rank in all the opportunities available in the open labour market. (UNESCO 1972). When the ANC government took reigns in 1994, the Ministry for Social Welfare and Population Development (1995) embarked on a process of developing a policy and programme strategies that attempt to restructure the welfare system. For the first time in the history of South Africa, all South Africans were called upon to participate in the development of an equitable democratically oriented-social welfare system, irrespective of race, colour, gender and ethnicity. The policies and programme enacted by the ANC government intended to deliver services to the vulnerable and the poor groups of people in South Africa, for purposes of striking a social balance between and among the various racial groups of people. The process of social development functions at the level of the National Regional and the local levels of the social welfare government structures, intended to empower people with self-help, especially in disadvantaged rural and squatter settlement communities. Programmes such as the Reconstruction and Development Programme (RDP), Growth, Employment and Redistribution (GEAR) have been in operation. (The White Paper for Social Welfare, Ministry of Social Welfare and Population Development 1996 and the Welfare Financing Policy, 1999). The RDP office

was closed at National level in 1995. The new economic model of GEAR did not make much progress. The above programmes have not been as successful as it was projected and anticipated. Delivery of services planned have been too slow to meet the deadline. It will therefore be necessary to adopt other strategies that will be effective enough for quick and efficient service delivery.

8.2.7 Families living in poverty

It has been established that there are families living in poverty in South Africa. According to the Discussion Document (Ministry of Social Welfare and Population Development, 1995) South Africa had experienced a declining economic growth over the previous two decades with the Gross Domestic Product (GDP) falling below the annual population rate. The above situation has therefore resulted in a low level of economic growth. The low level of economic growth had in turn victimized mostly the low income groups of families who find it difficult to meet basic necessities of life anti-poverty programmes have been provided with very limited effect on account of the escalating population rate in South Africa. Based on the above report, plans to alleviate poverty in South Africa are essential.

8.2.8 The need to implement a community work project according to the three community work models and the phases of community work

In Chapter 3, the need to implement a community work project according to the three community work models and the phases of community work has been presented by Rothman and Tropman (1987).

Three models, namely Model A, Model B and Model C have been discussed in relation to local development, social planning and social action respectively. Weil and Gamble (1994) introduces the current models of community practice for social work which facilitate social movement.

Furthermore, Weyers (1999) has been innovative enough by introducing a new model of social marketing plan. The social marketing model purport to present a goal-oriented health care facility which has been prioritised and appropriated to a specific

organisation.

The above models by Rothman and Tropman (1987), Weil and Gamble (1994) and Weyers (1999) are being proposed for purposes of bringing about strategies that will effect social change in communities. The involvement of a social worker is crucial in terms of facilitating the participation of the community groups in community. The social worker utilises phases of the community work process. The community work process which is presented in Chapter 4, requires the social workers' initiation in facilitating the implementation of community projects in the disadvantaged communities. Social work researchers also require to introduce new models and strategies in order to improve upon the existing models and strategies.

8.2.9 Responsibilities and functions of a manager

In Chapter 5, the role of a social worker in managing community projects is being addressed. Social workers who are managers of community projects possess the capacity to delegate and co-ordinate resources (Cox *et al.* 1987). However social workers professional approach as a manager is expected to facilitate task teams in the case of a community work project. It is therefore within the scope of the participation of task teams that the social worker has to demonstrate managerial, supervisory and administrative professional role. The social worker has to monitor the activities of the work plan and evaluate progress to determine the achievement of the objective and goals of the community project. In evaluating the community project, the social worker, as a manager is able to determine expected social change within the context of the project design, social planning and implementation of the community project; the social worker has to analyse document and activities and the results of the community project. Nevertheless, involvement of social workers from a practical perspective need to be addressed.

8.2.10 The principles of the White Paper and their use in community work programmes

In Chapter 6, an analysis of the data of SHARE has been presented qualitatively and

quantitative. The purpose of analysing the above data is to reveal a direct relationship between the Principles of the White Paper (Ministry of Social Welfare, 1997) and the community work programmes that operate at the SHARE. These programmes are being operationalised to determine their effectiveness on the community of KwaNobuhle in Uitenhage. Secondly to ascertain whether or not these programmes at SHARE have to be able to meet the set principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population development, 1997). The principles that have been operationalised are accountability, transparency, accessibility, appropriateness, equity, non-discrimination sustainability, human rights, democracy, quality of life and *Ubuntu*. As far as the final findings are concerned, it has been established hypothetically, from the empirical case study that the SHARE programmes have been able to meet no less than 70% of the principles of Social Welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997). However there is need to bridge the probable remaining 30% gap of the inability of the SHARE programmes to meet the Principles of the White Paper (Ministry of Social Welfare and Population Development, 1997).

8.3 RECOMMENDATIONS

The recommendations below arise from the conclusions and their implications for theory, practice and research.

8.3.1 Grade 12 drop-outs

It is recommended that a *special programme for Standard 10 drop-outs be established*. This can be undertaken by conducting a survey whose sampling has to focus on Grade 12 drop-outs in the KwaNobuhle community. The Director of SHARE will assist in compiling the survey questionnaire. Interviews will be conducted with the consumers of the SHARE organisation and interested groups from the community. The purpose of the special programme to be designed for Grade 12 drop-outs is to provide them with special academic skills that are career-oriented. These skills will enhance capabilities at exit levels. One group will receive a special programme in the learning of maths, science and English, and another group will focus on economic subjects such as economics and

commercial law. The courses are to be conducted by part-time lecturers as short courses of six months to a year. Part-time lecturers from the University of Port Elizabeth and the Vista University in Port Elizabeth will be approached. Candidates will then be able to choose appropriate exit levels. Some candidates might decide to pursue tertiary education at a University for a degree course or a diploma at the Technicon in a relevant career choice. Other candidates may decide to join the market and be employed in areas of their pursued course content. The tuition programmes on offer will need special funding. Thus, the government, as well as private organisations will have to be approached for funding. The SHARE organisation should submit proposals to the funding section of the Welfare Department at Bisho in the Eastern Cape.

8.3.2 Professional staff

It is recommended that *more social workers should be employed* in order to increase the professional staff at the management level of the SHARE board and SHARE committee, and to foster organisational innovations such as workshops and other professional activities. This step will not only add more professional workforce to the SHARE board and SHARE committee, but these workers will also be of assistance to the Director in matters that require professional skills. For example, compiling a survey questionnaire would lighten the Director's responsibilities. Since she has no assistant-director, she can always delegate some of her work to a professional staff member. In the SHARE board and that SHARE committee professional input, feedback and staff appraisal have been seen to be of value to the organisation. Recruitment of more professional staff will thus enhance competent management and the subsequent availability of more skills will ensure greater effectiveness and efficiency of the organisation.

8.3.3 Publication

It is *recommended that social work researchers be invited to collect data for the writing of journal articles about the SHARE organisational activities*. Articles can be published in both national and international social work journals, for purposes of boosting the organisation and for the enhancement of the funding drive. With this research study the researcher is collecting data and writing a PhD dissertation on the SHARE organisation

as part of the publication initiative and in order to comply with part of the above recommendation.

8.3.4 Psychologist

It is *recommended that psychologists be employed* at SHARE to work in close contact with social workers on a multi-disciplinary approach. Social workers require psychologist in the clinical assessment of the clients to provide diagnostic tests especially in the identification of organic problems.

In the light of the above, it is further recommended that the Director be actively engage in the following strategies:

8.3.5 Funding

It is *recommended that the Director will have to engage expert consultants in evaluating draft proposals for funding when compiling a funding proposal*. This will enable the draft proposal to be viable, effective and of high quality before it is compiled into a final document. With a competent funding proposal, the Director will be able to employ a bigger professional staff of social workers and psychologists that will participate in the SHARE board and SHARE committee for effective and efficient service delivery. Furthermore, the Director's facilitation of publications and a newsletter will generate publicity for SHARE organisation. This will promote interest in relevant funding of the project from both national and international organisations and relevant interest groups.

8.3.6 Initiating project

It is recommended that *social worker practitioners in the various provinces be urged to initiate similar projects so as to enhance social development in South Africa*. Such an initiative can take various forms. For example, associations can be established, constituted accordingly, and later submit funding proposals. These proposals can be submitted to, for example, the National Lottery Distribution Trust Fund, the government and other funding organisation, both locally and abroad. The SHARE project has therefore added value to the practice of social work in the field of community work and

development. The latter is a challenge to social workers. They have to utilise their expert knowledge and skills on organising communities to do something about their own community needs not only in other parts of the Eastern Cape but also in South Africa as a whole.

8.3.7 Developmental welfare

It is recommended that *policies and programmes that are promulgated by the present government require a follow up and closer monitoring of planning and implementing in terms of service delivery* because it has been established that policies and programmes promulgated by the ANC government have been too slow to effect social development and change in South Africa within the past 7 years. The latter can be done by introducing an extension of social development offices in the rural and sub-urban towns. The purpose of setting up social development offices in each one of the rural and sub-urban town is to enable easy access of services to the disadvantaged rural and squatter settlement communities. The latter communities are able to utilize services profitable, and be able to participate in social development of their communities. The idea of an active participation will be facilitated by social workers who are expected to manage these social development offices. Though there are social development units in all Provinces, this appears inadequate to have only one social development office in each Province. Hence, the suggestion that more social development offices are to be set up even in the various towns of the Provinces.

8.3.8 Families living in poverty

It is recommended that *the social development offices suggested above will also be suitable and viable for those families living in poverty*. Families living in poverty will be able to utilize services that will be within their reach. It has to be taken into account that family members living in poverty do not have funds to travel long distances in search for help in their state of poverty. Thus, social workers who are specialist in social development will easily be available, and can always access service delivery to families living in poverty. Social workers operating in these villages can also be able to function as liaison officers between the local office and the Provincial office.

8.3.9 The need to implement a community work project according to the three community models, and the phases of community work

It is recommended that *the training of social workers should be done at a specialised level to implement models and strategies that are to be utilised by social workers as suggested by Rothman and Tropman (1987), Weil and Gamble (1994) and Weyers (1999).* However, there are social workers who provide generic social work in South Africa, though these generic social workers are few. Therefore, training social workers in community work and social development will empower them with the knowledge base of models and strategies that will be utilized profitably and efficiently in disadvantaged communities. Training of these social workers as specialist in community work and development can be done on a variety of options. These social workers can undergo certificate, diploma or honours courses in community work and development. Once these social workers have completed the above courses on an individual choice bases, these social workers are also able to man the social development offices in the rural and or sub-urban towns as recommended in 8.2.6 under the developmental social welfare. These social workers will be able to initiate community projects by utilising acquired knowledge of models and strategies in community work programmes.

8.3.10 Responsibilities and functions of a manager

It is recommended that *a vigorous and extensive programme in management at Universities need to be introduced.* The recommendation of an expanded curriculum which is specialised is because management courses in a social work curriculum at undergraduate and graduate levels are limited in some Universities, and even the limited management course is not offered in most Universities. Introduction of the latter programme in Universities will provide social workers with the knowledge base, in addition to the experience that will be gained in the workplace. Social workers who have completed an undergraduate `program can be proficient enough to be managers of community projects without having accumulated years of experience in a workplace. Some of these undergraduate social workers who have graduated might even develop interest in the management course in community development and be keen to further

their knowledge base by undertaking honours and master's degree in community development. Therefore, introduction of management curriculum in community development as a full course in all universities in South Africa will provide these social workers with the knowledge and the skills to manage community projects in disadvantaged communities.

8.3.11 The Principles of the White Paper and their use in community work programme

It can be recommended that *democratic values need attention at SHARE by involving a vigorous participation of service providers at the level of the SHARE administration* because it is been established that the principles of the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997) have been able to meet the SHARE programmes at a probable percentage of $\pm 70\%$ and the principles of democracy and equity have emerged as debatable principles in terms of meeting the SHARE programmes. The Director of SHARE has to be conscientised in engaging service providers in decision that are made at an administration level. The above step requires an initiative by the SHARE committee and the SHARE BOARD to realise the importance of the service providers' participation in decision making process. The above suggestion is made in realizing that service providers, as co-ordinators of the various units are more closer to beneficiaries of the specified services. Service providers are in a better position than the Director, the SHARE and the SHARE board to be more exposed and knowledgeable about the strength and weaknesses of the unit that serve the beneficiaries. It is therefore in the above light that service providers are likely to provide co-decisions that affect the relevant unit and their beneficiaries.

With reference to the principle of equity the question of gender, race, geographical and sectorial disparity has been observed as a weakness that is justified but not acceptable. The latter is being justified on the grounds that the SHARE organisation was established in a disadvantaged community which was unfortunately situated in a Black community on account of the apartheid legacy. However it is recommended that projects of this nature will have to be initiated even in areas where disadvantaged non sectorial

communities are located. Social workers are therefore encouraged to start projects in disadvantaged villages where mixed racial groups are located. However it is becoming common feature that even Whites are now getting poorer by day, let alone the Coloured group of people who are more vulnerable than Whites. The latter recommendation also apply in gender discrimination whose focus has favoured females to males. As an extension of recommendation, it might also help to involve male participation in research work that can subsequently be conducted at SHARE. The participation of males as research assistant might also trigger interest in engaging the male folk in voluntary work at SHARE.

8.4 CONCLUSION

Finally, the primary objective of the study with regard to the presentation of a profile of community needs and a description of the SHARE community work programmes in operation, can be assumed to have been fulfilled. The second objective of the study, namely to determine SHARE's success in meeting the principles of the social welfare (1997) can be regarded as having been partly met. It has finally been established, hypothetically, from the empirical case study that the SHARE programmes have been able to meet no less than 70% of the social welfare as proposed by the White Paper for Social Welfare (Ministry of Social Welfare and Population Development, 1997).

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[ANNEXURE A]

AN INTERVIEW SCHEDULE: COMMUNITY DEVELOPMENT PROJECT: SHARE

A) Interview with service providers at SHARE

1. General identification profile

1.1 What position do you hold at SHARE?

1.2 What role do you perform in your section?

1.3 How long have you been involved in SHARE?

2. Securing basic welfare rights

2.1 Does the government play a part in subsidizing this community in H2O housing, preschool facilities, clinics and other services?

2.2 If Yes! to what are these services provided by the government?

2.3 If the government does not provide, do you have any alternative plan you could suggest in providing these services?

3. Equity

3.1 To what extent does SHARE-project address racial, gender and urban issues in the community?

3.2 How does the programme you are providing in your unit address the above community needs and problems?

3.3 Do you think you are providing enough services for these groups?

3.4 If No: What could be the best way of rendering these services on equitable bases?

4. Non-discrimination

4.1 For which of the following groups do you provide services? Indicate your responses by "Yes" or "No" next to each group:

- Women
- men
- children
- physically handicapped
- HIV and Aids
- Mentally retarded children
- Homosexuals

4.2 For those that you don't provide the service, give reasons for excluding them.

5. Democracy and people-centred policy

5.1 As a service provider, to what extent are you democratic in your approach to beneficiaries?

5.2 Do you participate in decisions pertaining to social planning and other activities in the SHARE project?

6. Improved quality of life of the disadvantaged

6.1 Do you think that your service programme has improved the quality of life of the beneficiaries who are disadvantaged?

6.2 If Yes: In what way, do you think it has provided quality of life? Have the needs of the disadvantaged been met?

7. Human rights

7.1 To what extent is the programme you provide to beneficiaries based on human rights? Are human rights respected by your programme?

8. Sustainability

8.1 How financially viable is the project SHARE?

8.2 How is SHARE project funded?

8.3 Are you by any chance involved in the funding proposals of SHARE?

9. Accessibility

9.1 As a service provider do you think that your programme is accessible to beneficiaries in need of SHARE services?

9.2 Do you think your service does solve unemployment problems?

9.3 If Yes: In what way?

9.4 Do you think that your programme has enough skills to empower the beneficiaries?

10. Transparency and accountability

10.1 As the Director of SHARE to what extent are you accountable to the community, your staff and funders?

10.2 What measures do you take to render services that meet the requirements of

- Transparency

- Accountability

- Appropriateness

11. Collaboration

11.1 To what extent do you collaborate with other agencies, institutions and funding organisations and the Government?

11.2 Is the Government providing any financial subsidy for SHARE programmes?

11.3 If Yes: Which areas of funding is the Government funding SHARE?

11.4 In your opinion, is funding from the Government enough?

12. "UBUNTU"

12.1 What is your opinion about the principle of "UBUNTU"?

12.2 Do you feel that SHARE does contribute to the principle of "UBUNTU"?

12.3 If Yes: In what way?

[ANNEXURE B]

B) Interview with the beneficiaries/consumers

1. General identification profile

1.1 In which way are you involved with the project SHARE?

1.2 What kind of benefits do you derive from the project SHARE?

1.3 If Yes: How long have you benefited in the project SHARE?

2. Securing basic welfare rights

2.1 Do you receive a pension or a grant from the government?

2.2 If Yes: What kind of pension or grant?

2.3 If Yes: To what extent does the government pension grant provide in your needs?

2.4 If you don't get the grant/pension how are you able to survive?

2.5 If No: Is there any other provision in this community to meet your needs?

3. Equity

3.1 What is your view regarding services that are provided by SHARE for people of different race groups, gender?

3.2 If in your view there are disparities in providing these services above, what do you think can be done by SHARE to provide equity?

4. Non-discrimination

4.1 From which programme do you benefit?

4.2 Are you satisfied that your needs are met from the SHARE programme in which you benefit?

4.3 In utilising the programme that is beneficial to you, do you feel that the programme helps you feel that you are part of the society, accepted by the society, and you are not in any way discriminated against?

5. Democracy

- 5.1 Do you participate in matters pertaining to decisions with regard to the programmes that you are the beneficiary?

6. Improved quality of life of the disadvantaged

- 6.1 Do you think that the quality of your life has improved since being a beneficiary of this project?

- 6.2 To what extent has it improved? Do you think the programmes that you have benefited from SHARE have been helpful in your social and economic life, as a vulnerable and disadvantaged person?

7. Human rights

- 7.1 What do you regard as the most important human rights?

7.2 How does the programme that is beneficial to you meet those human rights?

8. Sustainability

8.1 Do you think that the Project SHARE is sufficiently funded?

8.3 If Yes: To what extent? Do you think SHARE can be sustainable for a couple of years?

9. Accessibility

9.1 Are the SHARE programmes accessible to you at all times?

9.2 If Yes: To what extent are they accessible?

10. Transparency

10.1 Do you think that the SHARE project management is transparent enough?

10.2 Are you aware of other activities that take place at SHARE?

10.3 Give reasons for the awareness of these activities.

11. **"UBUNTU"**

11.1 In your opinion do you think that the project SHARE does facilitate "UBUNTU"

11.2 Give reasons for your opinion.

[ANNEXURE C]

QUESTIONNAIRE

THE MANAGEMENT OF COMMUNITY DEVELOPMENT PROJECTS IN DISADVANTAGED COMMUNITIES IN THE EASTERN CAPE

This questionnaire is designed to collect relevant and reliable data from the participants of the project. Its aim is to formulate theoretical and practical guidelines pertaining to management of the project, and community development programmes which can address poverty through self-help in disadvantaged communities according to the social developmental approach.

The objectives will focus on compiling a case study on how a community work project can be able to meet the principles of the White Paper on Social Welfare (1997) and to identify the constraints that influence the implementation of these principles, and whether human service does help people in need. The participants of the project are therefore kindly requested to respond to the questions below, contents of which will be kept "strictly" confidential.

Thank you for your kind co-operation.

In the following, please respond by placing a tick (✓) next to the box/question.

1. BIOGRAPHICAL DETAILS

1.1 What is your status?

(a) Community member	
(b) Participant	
(c) Observer	
(d) Director	
(e) Social worker	
(f) Staff member	
(g) Donor	

1.2 What is your sex?

Male	
Female	

1.3 What is your marital status?

Married	
Single	
Divorced	
Separated	

1.4 What is your present age?

21-25	
26-30	
31-35	
36-40	
41-45	
46-50	
51-55	
56-60	
61-65	
66-70	
70-above	

1.5 Are you employed?

Yes	
No	

1.6 If **yes** what is your salary income?

0-R500	
R501-2000	
R2001-R4000	
R4001 and above	

1.7 What is your educational qualification?

Primary education	
Secondary education	
Matric	
College education	
University education	
Other	

1.8 If unemployed what is the source of income?

1.9 Do you have children?

Yes	
No	

1.10 If **yes**, how old are they?

1-5	
6-10	
11-20	
21-25	
25 and above	

1.11 If employed what is the salary income?

R0-R500	
R501-R2000	
R2001-R4000	
R4001 and above	

2. MANAGEMENT STYLE**2.1 Are you satisfied with the working environment?**

Yes	
No	

2.2 If your answer is **no, why?**

2.3 Do you consider the Director to be effective in managing the project?

2.4 Is the management style democratic?

Yes	
No	
I don't know	

2.5 Do you think the Director has the necessary skills to manage the project?

Yes	
No	
I don't know	

- 2.6 Do you think that the Director has done a proper job regarding the recruitment of competent workers for the project?

Yes	
No	
I don't know	

- 2.7 What is the average length of stay of a worker in the project?

0-2 years	
2-4 years	
4-5 years	
6 years and above	

- 2.8 Do you think this project is well-funded?

Yes	
No	
I don't know	

- 2.9 Do you think the project can be better funded if

(a) the project is cited elsewhere?	
(b) the Director has better contacts?	
(c) the Director is willing to allow external support?	
(d) the government is much more interested in subsidising the project?	
(e) the project is well advertised in the media?	

3. COMMUNITY ORGANISATION

- 3.1 Please list **ten** needs of this community

3.2 In your view, these needs can be organised in terms of priority as follows

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

3.3 Do you think the agency has been able to meet

(a) all of the needs?	
(b) most of the needs?	
(c) some of the needs?	
(d) a few of the needs?	
(e) none of the needs?	

4. COMMUNITY DEVELOPMENT

4.1 When you look at what the agency has done for this community do you feel

very satisfied?	
satisfied?	
unsatisfied?	

4.2 Do you think that the agency has in this community changed the lifestyle of

(a) many people?	
(b) few people?	
(c) an insignificant amount of people?	

4.3 What do you think the community has benefited from the presence of the agency?

(a) More money	
(b) Better education	
(c) Government's influence	
(d) Better facilities (e.g. water, electricity)	
(e) Job employment	
(f) None of the above	
(g) All of the above	

4.4 Do you think that the agency has raised more problems than benefits for the community?

Yes	
No	
I don't know	

4.5 Do you think your involvement in the project has substantially raised your monthly income?

Yes	
No	
I don't know	

4.6 Would you consider yourself now able to buy enough groceries for your family?

Yes	
No	
I don't know	

4.7 With the skills and education you have acquired from the project do you think that you can now face the challenges of life on your own?

Yes	
No	
I don't know	

5. ANY ADDITIONAL INFORMATION

Self Help And Resource Exchange

Empowering to Release



from Dependency

13th

Annual Report

Stellenbosch University <http://scholar.sun.ac.za>

26 September 2001

"Utyhila amandla kudede
ukuxhomekeka"

SHARE'S REVISED VISION & MISSION STATEMENT

✧ SHARE VISION

SHARE is striving to release full individuals, group and community potential from the bondage of dependency to enhanced self-actualisation and self-reliance in the field of social welfare development.

✧ MISSION STATEMENT

SHARE sees its mission as that of an empowering social agent that works with individuals, groups and communities to ensure provision of accessible and viable social developmental welfare programmes at community level throughout the Eastern Cape province, that restores humanity, dignity and self respect. This is done while releasing people from dependency to enhanced self-reliance.

✧ OUR PHILOSOPHY

- ✧ We believe that all people have worth and dignity.
- ✧ We believe that a People Centred Participatory Social Developmental Welfare approach will unlock potential in people for empowerment and self-reliance. This approach will include community problem-identification, problem solving, and collective community action for transformation and effective service delivery that meets or exceed community expectations.
- ✧ We believe in facilitating such community control through the sharing of resources and expertise while opening avenues for networking with other stakeholders, service providers and funders.
- ✧ We believe that we are accountable to communities we serve and need to uphold positive cultural traditions and values while being open to positive influence of other cultures.
- ✧ It is our privilege, not a right to work with communities. They expect our co-operation and not our charity.

BOARD MEMBER PROFILES

1. CHAIRMAN: PONANA JAMES TINI

Born and educated in Uitenhage, is married with 5 children. Is in business operating a Funeral Parlor. Mr. Tini is a respected community leader who has served his community well in various positions. He has been a chairman of SHARE for the past 10 years. Attempting to vacate this position has been met with stiff resistance from the community. He resides in KwaNobuhle with his family.



2. VICE CHAIRMAN: SIPHIWO DANIEL DUBE

Uitenhage born and educated, Sipiwo is married with 3 children. He is employed by SKF as a Training Co-Ordinator. He is a respected trade unionist and a staunch member of ANC. He is very active in his church congregation and is a lay preacher of the Roma Catholic Church. He lives in 'town' with his family.



3. SECRETARY: NTOZAKHE TSHAZIBANA

A teacher by profession and Uitenhage born and raised, Ntozakhe is married with 3 children & 1 grandchild. He is heavily involved in sporting activities and is a staunch member of the Order of Ethiopian church. He relocated to 'town' with his family.



4. TREASURER: PHILANE MODECAI NTSIKO

Uitenhage born, raised and educated, Philane is married with 2 children. He is employed by VWSA as a Computer Analyst, is a respected member of church and an unflinching PAC member. He still resides at 'Volksville' in KwaNobuhle.



5. NELSON MANDELA METRO REPRESENTATIVES:

Mrs. Rosemary Johannes, widower with 2 children and the alternate is Mr. Adams. Rosemary is a development worker employed by Malibongwe Foundation. Is an elected Nelson Mandela Metro councilor and is serving on SHARE board as a representative of the Metro. She lives at Tyoksville in Kwa-Nobuhle.



OTHER COMMITTEE MEMBERS

1. Mrs. Nomhle Yoli

Is married with three children. She is an industrial nurse and a member of Women Union of the Methodist church. She lives with her family at Kayaletu in KwaNobuhle.



2. Mr. N. W. Mgwanza

Is married with 6 children and is a retired factory worker who has been recalled to assist again at his previous job at VWSA. He was a chairman of the 'Union of Burial societies in Uitenhage' for years and now is the President of Thembaletu Burial Society. He remains with his family at KwaNobuhle.



3. Mr. Mike Kwenait

A dynamic young man experienced in development work. He is serving as a mayoral executive committee member in the Nelson Mandela Metropolitan. Mike is married with 2 children and living in 'town'.



4. Mr. Thoba Majoka

Married with 1 child, this youth activist and current chairman of ANC Uitenhage zone is a manager at Transwerk. He has relocated to 'town'.



5. Mr. Mark Bradley

A lone white man in the sea of Black faces, Mark is a volunteer from a Round Table No8 volunteer, Port Elizabeth. He is an accountant by profession.



EVALUATION OF SHARE BOARD.

As can be seen, the board consists mostly of men but the two women serving in this board are very powerful, strong and dynamic. It is obvious that the board will be African as SHARE is a Black organization operating in the heart of a Black or rather African township. It is further interesting to note that almost all board members are married with stable families. Above all, all are gainfully employed. No wonder SHARE has survived all the turbulence of being an NGO. It is steered by stable men and women of sound mind and commitment. Kindly note as well that most are still resident of the township!! Those who relocated to 'town' are still committed to the upliftment of their community. THEY HAVE NOT FORGOTTEN WHERE THEY COME FROM!

SHARE BOARD ACTIVITIES.

During the past year, the SHARE board was very active in the management and monitoring the organization activities. Board meetings were held every month and the attendance was very good.

The board further re: visited their strategy devised in November 1999 and have since expanded that strategy as follows:

1. SHARE will facilitate the development of SHARE branches throughout the Eastern Cape province. At least one branch was established in Alicedale. However, our initial experience with this expansion idea indicated to us that we need to spell out the ROLE AND RESPONSIBILITY OF SHARE to prevent any misunderstandings and unrealistic expectations. Our intention is to assist the community to kick-start their organization. However, they will take charge from the word go. They raise their own funds, we provide a staff member to guide them but they do all the work themselves.
2. To sell / offer services at a fee to government on contract. This we have achieved with the Primary School Nutrition Program (PSNP). We are investigating other areas as well.
3. To get contract for services from consortiums- investigations are underway to implement this.
4. To have positioned ourselves for funding from Coega, Emfuleni, Wiphold and the National Lottery

5. To start the recruitment drive for members targeting the emerging African millionaires.
 6. To develop an effective HIV/AIDS program- Literature research is being conducted including using the internet in preparation for this program
 7. To form joint ventures with other NGOs and Emerging CBOs particularly women groups. Have successfully formed one with Zakhele United Women Investment Group- ZUWIG . We have jointly formed ZWISHARE, which is involved in the PSNP feeding 56,000 children at 137 schools in the Port Elizabeth area.
 8. Convert SHARE COMPLEX into a ONE STOP SOCIAL DEVELOPMENTAL COMPLEX in improved buildings. However, this requires a lot of consultations with various stakeholders like welfare organizations, churches, political organizations, civic structures, sporting organizations and women groups and the community in general.
 9. Expansion of Lukhanyiso Home to include girls in difficult circumstances. Funding has been sourced out for this program
 10. Provide meaningful and effective skills training to community members that will result in income generation projects run and managed by them selves.
- SHARE is serious about its slogan being practical **EMPOWERING TO RELEASE FROM DEPENDENCY.**

STAFF PROFILES WITH PICTURES.

- I. **Nominise. Joyce Gogo** is a single parent with three children and fostering another three for family members. She is a qualified social worker with master degree from Atlanta University in Georgia, USA. She has been a social worker for the past 24 years and to her credit has established the following welfare programs from scratch without any government support but with community support and some generous donors:



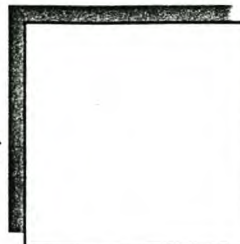
1. Mzam'Omhle Training Centre for mentally retarded children.
2. Mabadla, Mxenge and Langa Educare Centres.
3. Chaired the now defunct Uitenhage Education Co-ordinating Committee that was instrumental in the establishment of the now popular and successful Molly Blackburn High School, Phaphani High School and Sisonke High School.

4. Was instrumental in organizing the training of community members in running Educare Centres that resulted in the increase in the number of preschools or educare centres from 5 to 22 and from 0 at Langa to 2 educare centres.
5. Was instrumental in the establishment of Inkqubela workshop for mentally retarded young adults in New Brighton in Port Elizabeth.
6. Assisted in designing the programs that are operating in the Urban Foundation resource centres here in Port Elizabeth and Uitenhage.
7. Has served in various positions in the following organizations, Eastern Cape NGO Coalition, the welfare forums both at local, regional and provincial levels, the Initiative for Participatory Development Network, The National Children rights Committee, P.E. Mental Health Society, Mza'Omhle training centerboard. Is currently serving as a board member of Eastern Cape Development Corporation and an alternate Director of Zonwabise.

- II. **Xoliswa GABA**, the first Deputy Director of SHARE is a single parent with two children and a social worker with 10 years work experience, skilled in facilitating and mobilizing community action. Although she served at SHARE for a short period, she left her mark.



- III. **Pumla Edith Gojela** is a single parent with one child. She has been in the field of social work for a short period of five years. She was specifically hired at SHARE with an intention that she was to facilitate the establishment of SHARE branch in her hometown Alicedale. That she achieved and SHARE is proud to have played a part in assisting the Alicedale community to take charge of its life.



However, SHARE felt that she left prematurely before she got good grounding on what it takes to run and manage a community based NGO with erratic funding.

- IV. **Linda Rasana** is also a single parent with one child. SHARE was her second job but a first job as a social worker. Linda had demonstrated her commitment to working with HIV positive people under very difficult circumstances



- V. **Nontsikelolo Majola** is a single parent engaged to be married. She joined SHARE straight from Rhodes University. She played a very active role in getting SHARE OUTREACH program to be successful and was instrumental in organizing the Scout program for Lukhanyiso children. Her premature departure from SHARE due to the tragic death of both her parents was a sad



loss to the organization. She was also hired specifically to facilitate a SHARE branch in her home town- Humansdorp. However, we could not implement this as we were still piloting the Alicedale branch and were experiencing some teething problems. Hopefully, we will be able to recruit her back to fulfill this goal when funding is secured.

- VI. **Nomonde Cowa** is a single parent with one child. She has been practicing social work for 4 years but without a social work certificate, as she owed one course before she could graduate. SHE HAD TO TAKE A YEAR'S BREAK IN ORDER FOR HER TO ATTEND TO GETTING THIS COURSE. She was finally



successful and graduated in May 2001. A very dynamic lady with potential for greater things to come, Nomonde joined SHARE with experience in Children Court work and is therefore is a valuable asset to SHARE.

- VII. **Kayaletu Lamani**, a lone man among female social workers, is a newly qualified and still single social worker. This is his first job. He is tasked with ensuring that the Lukhanyiso homeboys have good role model and that they are successfully placed back with either their families or foster parents.



- VIII **Ethel Nomathamsanqa Sali**, a widow with 3 children and 4 grandchildren, one of her children has just graduated in Cost Accounting from Rhodes University is an auxiliary social worker. A very energetic and enthusiastic worker who is neither afraid nor lazy to implement a program to its logical conclusion. She is a role model to the newly



qualified social workers. Mrs. Sali is a willing horse and will actually go on scouting camps and sleep on the ground in the open veld at her age! She has been with SHARE since 1991 and initially started off as a childcare worker at Lukhanyiso home and was promoted to auxiliary social worker position in 1997.

- IX. **Nokwanje Ida Swartbooi** is a single parent with one child and two grandchildren. SHE STARTED AT SHARE AS A CHILD CARE WORKER AT Lukhanyiso Home and was promoted in 1997 as an auxiliary social worker. In her enthusiasm as an auxiliary social worker, Miss Swartbooi tends to stray off course.



ITHEMBALETHU WORKSHOP STAFF

- i. **Yvonne Getyese** is married with 5 children. She is the product of one of SHARE programs, namely Zikhulise Women Development Centre where she trained as a sewing instructor. She is an instructor at Ithembaletu protective workshop since 1995.
- ii. **Thokozile Mrwetyana** has one child and has been an instructor at Ithembaletu since 1993.



LUKHANYISO STAFF

1. **Regina Nontsapho Ntshanyan** is a widow with 7 children. She started at Lukhanyiso Home in 1992 as a relief worker. In 1993 she was employed fulltime as an unqualified Child Care Worker. Through in service training, she is now qualified as Child Care Worker with the BQCC (Basic Qualifications for child Care) Certificate. Currently, she is a senior child care worker.
2. **Cosman Mbethe** is married with 1 child. He also started in 1993 as an unqualified Child Care Worker who then underwent an in-service training that calmitted in him being a qualified Child Care Worker with BQCC certificate



ADMINISTRATIVE STAFF

- i. **Nontuthuzelo Veronica Ntshanyana** is unmarried and has no children. She is employed as the senior administrative person responsible for bookkeeping and general office supervision. She has been with the organization since 1992



- ii. **Noxolo Gwintsa** is still single with no child and is employed as a receptionist/typist and has been with the organization since 1998.



- iii. **Ndzunga** is married with 2 children. He is employed as a security staff member responsible for the safe keeping of SHARE property.



- iv. **Andile Mei** is single man who is also a security staff member responsible for the safe keeping of SHARE property.



STAFF MATTERS

During the past year, SHARE saw a lot of staff changes. The following staff members left the organizations for various reasons:

- I. **Miss Nontsikelole Majola** tragically lost both her parents in a car accident and had to relocate back to her hometown- Humansdorp.
- II. **Miss Pumla Gojela** has been seconded by SHARE to start a SHARE branch in Alicedale, which she successfully did. However, the Alicedale community decided that they did not want to be known as SHARE ALICEDALE but be known rather as CARE ALICEDALE, which subsequently hired her as its director.
- III. **Miss Xoliswa Gaba** was hired as the Deputy Director in an unsubsidised post; however, she did not fit very well in the organization and had to be released by the board. When **Miss Majola** resigned, SHARE did not hire a new social worker but then moved Miss GABA in that subsidized position.

The following staff members then replaced Miss GABA and Miss Gojela in February 2001:

1. Miss Nomonde Cowa and
2. Mr. Kayaletu Lamani

STAFF MEETINGS

During the past year, some changes were made in how the staff meetings were run. Staff meetings were held only on Mondays instead of Mondays and Fridays. They were arranged in such a way that the first Monday of the month was for submissions of weekly project plans, the second week was for network reports, the third week was set aside for guest presentations and staff development sessions, the final week was the evaluation of the month's progress. The staff spent a lot of time in non-issues, as there were tensions and misunderstandings among them. All staff members would take decisions but all staff will fail to honour their own decisions. Some of these were later resolved when some staff members left the organization. Others are being addressed and it seems as if the organization is getting back on track again.

Even though there were these tensions, staff managed to be civil and cordial among each other and were able to celebrate each other's birthdays and exchanged gifts. They even rearranged their Masincedane Burial club to be functioning more effectively.

Guest presentations:

The following were presentations during the past year by guests:

1. Nelson Mandela Metropolitan staff members, namely Miss Manyandela and Miss Hlela presented information on the Indigent Policy and the Housing subsidy.
2. Miss Mabizela on Refuge collection and cleaning of open spaces.
3. Several Medical Aid representatives presented on their Medical aid scheme
4. Mrs. Nontobeko Moletsane of IPD Network visited and presented an IPD vision on development.

POLICY ON HIRING STAFF

As SHARE is a community based initiative meant to assist the local community to take charge of their lives, SHARE has made a conscious and strategic decision that in future SHARE will prioritise hiring UITENHAGE BASED RESIDENTS and only hire people from outside who have special skills that are non existent locally. Even Uitenhage based residents have to demonstrate their commitment in the upliftment of their community. Our target is to engage local people who have no other place to 'hide' when the going gets tough.

PROJECT PROGRESS REPORTS

1. ITHEMBALETHU WORKSHOP PROGRESS

A. Social worker's involvement.

During the past year, Miss Linda Rasana was delegated to be a social worker in charge of Ithembaletu workshop. Her responsibility was to ensure that all participants at Ithembaletu had complete records. That each participant was visited at home and detailed home background reports were conducted. The rationale behind this directive was that we needed to design an individual program for each participant at Ithembaletu. A program that will be carried out even at home and thus it was important to get the views and input of family members in the design of the program. This process is still continuing. Miss N.I. Swartbooi assisted Miss Rasana in her task.

B.Participants Activities.

Ithembaletu Protective Workshop has an enrolment of 60 participants but only 54 are attending regularly. During the past year, one participant namely, Zukiswa Sango passed away. All her colleagues will sadly miss her, as she was a loving and loveable person. Out of 54 participants, only a few are gainfully engaged due to their disability. Some participants have multi disabilities like deformity in their hands, or arms or have a slight limp, and sometimes have difficulty in speaking. Even so, the Ithembaletu Workshop participants are involved in the following activities:

- ☞ Pottery but only 8 participants are actively involved in this activity. Those involved in this activity are men only, girls are either not interested or have not been encouraged to do it.
- ☞ Knitting - only three girls have mastered this activity.
- ☞ Machine sewing – here again only three girls have mastered the use of the sewing machine
- ☞ Hand sewing - two girls are involved
- ☞ Mat making – another three girls are involved
- ☞ Gardening - almost all the boys/men are involved. It must be noted that this is one activity the boys and men of Ithembaletu do willingly without being reminded- their reminder is the state of the garden itself. We are very pleased with their commitment.
- ☞ Paper Bricks – both girls and boys are involved in this activity. Although, it is not taken seriously. But this activity could be money generating if it can be done properly.
- ☞ Literacy classes – are conducted by Ulwazi Project volunteers thrice per week. However, not all participants are keen on this.
- ☞ Pastoral care – This is an area where all participants engage in with enthusiasm particularly the men. During bereavements and funerals, they actively display their skill in preaching and singing
- ☞ Personal hygiene- school nurses are invited to run personal hygiene workshops including the dental care classes. The staff supervises that all participants are clean. Ithembaletu workshop also has shower facilities that participants' use when the need arises.
- ☞ Sport Activities- Soccer and athletic are the popular sport so far. Ithembaletu had participated in soccer matches with Mzam'Omhle Training Centre and other local primary schools. Ithembaletu could not participate in the regional and provincial games due to fund constraints. The girls do not seem or are not actively encouraged by the staff to participate in any sporting activity. This is a challenge the staff and Ithembaletu workshop participants need to address.
- ☞ Sex Education- during the past year, family planning nurses conducted several sessions on sex education, STD and HIV/AIDS. The result was that at least five participants volunteered to be tested for HIV. Unfortunately, Two of them tested HIV positive. Due to the appointment system at the day hospital, and the need for pre and post counseling that need to be done, and the fact that SHARE as an organization at the time had not yet thought it through their HIV/AIDS Program, no follow up was done and some participants lost interest in going ahead with voluntary testing.

C. Major Challenges Faced by Ithembaletu/SHARE

- a) To design an HIV/AIDS PROGRAM that is relevant and will assist the participants and their families in coping with the news that their daughter or son is HIV positive. SHARE to raise funds in order to be able to run effective preventive program and supportive programs to the infected and affected.
- b) To ensure that we have detailed records of all participants and that each participant has an individual program designed with his/her disability in mind.
- c) To encourage the girls to participate in sport activities and involved in Pottery classes.
- d) To ensure that all the participants are engaged and have mastered at least one activity that is being carried out at Ithembaletu workshop.

2. PROGRESS AT LUKHANYISO HOME

A. Staffing Issues:

Two full time qualified childcare workers man Lukhanyiso Home. A female care worker is responsible for preparing meals, cleaning and the children's clothing while they are at school and to welcome them back when they return. The male care worker is responsible for supervising and taking care of them during the night. These staff members are supported by the social worker and an auxiliary social worker. The social worker is responsible for their emotional well being and forging and strengthening relationship between the children and their families. He organizes the children's after school programs and runs workshops for parents. The auxiliary social worker is responsible for the health and educational aspects of the children's lives. She takes them to hospital when sick, she organizes school placement for them and follow up their school progress and deals with problems raised by the teacher during her consultations.

At the end of October 2000, Miss Majola our social worker responsible for Lukhanyiso Home resigned and was replaced by Mr. Kayaletu Lamani, a young newly graduated male social worker in February 2001. Her resignation negatively affected the implementation of some of the planned programs. However, this was corrected when the new social worker started.

The efficiency and effectiveness of Lukhanyiso Home would be negatively affected if the director, the bookkeeper and receptionist were not providing the administrative machinery for its operations.

B. Program Report:

1. Total Number of Children

During this financial year, Lukhanyiso Home served 27 street children. Of these, 14 children spent the entire year at Lukhanyiso home, while 6 spent almost 10 months. The remaining 7 children spent from a day up to a month with us. Some were lost and were kept overnight until their parents could be traced while others were kempt for safety purposes until a more permanent placement could be found for them.

Three children were voluntarily discharged from Lukhanyiso Home and placed with their families, namely Malibongwe Jantjies, Vuyani Hlakathi and Thando Hlakathi.

They were replaced by the admission of Vuyani Adams and Siyabulela Gulwa in October 2000. However, later on during the year, 2 boys who are 18 years old and having difficulty coping with adolescent got into trouble with the law. One is currently serving a prison sentence while the other had to attend a community service sentence under our supervision. However, he absconded and was therefore discharged from Lukhanyiso Home. We had to inform the court of the out come and we were therefore relieved of any responsibility towards him.

2. Educational Progress of the Children

The children are attending school regularly. However, we have come across those who played truant due to the fact that they are having difficulty understanding their subjects. This is further complicated by the fact that they are much older than their peers. As a result, they are ridiculed and laughed at by others. This makes them feel inferior and very angry resulting in them giving up or playing truancy. Mrs. Sali, the auxiliary social worker was kept busy throughout the year attending to children's problems at school. It is through her vigilance that we were able to pick up early that some children are actually playing truant at school and were therefore able to take corrective measures.

Out of 20 children at Lukhanyiso Home, the end of the year school results were as follows:

- i. 2 dropped out of school and Lukhanyiso Home.
- ii. Only 1 child in grade 1 had to repeat the grade but 17 proceeded to the next grade.
- iii. Out of the 18 children, only 4 are coping very well with their school- work. The remaining 14 children are struggling and need various degree of assistance. This seems to indicate a need for a part-time teacher who is experienced in working with late developers.

The following indicate the number of children and in which grade they are in:

Grade 1	= 2
Grade 2	= 1
Grade 3	= 5
Grade 4	= 2
Grade 5	= 1
Grade 6	= 4
Grade 7	= 2
<u>Grade 8</u>	<u>= 1</u>
Total	= 18

It should be noted as well that the children are also active in their school activities. For instance, Malibongwe Jantjies, Andile Sokupha and Thembinkosi Nelani all took part in school Music competition held in Port Elizabeth. The school canceled a school trip to Lusikisiki in the Transkei at the last moment. You can then imagine the children's disappointment.

3. Ballroom Dancing:

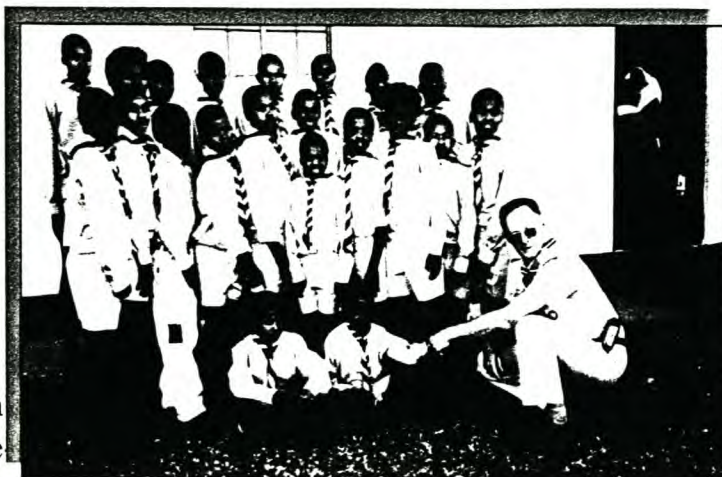
This is one of the most exciting after school project successfully run by volunteers. It is very encouraging to see how the children quickly pick up the skill of dancing and how their unique style and individuality comes up. However, there is one major challenge the staff faces: RESPONSIBILITY OF TAKING CARE OF MUSIC EQUIPMENT. As ballroom dancing needs a Radio, we had several missed practices because there is no music as the radio is damaged. This is an area that needs dealing with during the new funding period.

4. Drama and Children Rights:

It is with pride to report that the Lukhanyiso Home children are championing the raising of awareness on children rights. They are doing this through drama as trained by a leading community artist. They were invited to participate in several community shows, some organized by the department of education. Recently, they demonstrated their knowledge and understanding of the issue of Children's Rights at the children's day function organized by Nehawu on the 1st June 2001 where more than ,000 children attended. Once again, this could not have been achieved without the contribution of the Volunteer drama tutor. One challenge though we are facing is how to help the children to internalize and practice the fact that rights go hand in hand with responsibility.

5. Scouting Activities:

Baby Berth from Germany made the initial donation of R8,00 towards starting the Scouting Program in 1999. The continuation of this was made possible by the generous donation of V.W. Global Council through tdh. It is very encouraging to report that since receiving support from tdh there has been a marked improvement at Lukhanyiso Home.



Firstly, it means that staff could now implement the programs without undue worry about funding issues. As a result, the program on Scouting is progressing very well. During the period under review, the staff and children attended Scout camps as follows:

1. May 2000 both Mrs. Sali and Mr. Mbethe attended a Basic Scout Course.
2. On the 23rd June 2000 the boys participated in a Scout Camp at Springs
3. Again on the 27/07/2000 Scout Camp in Springs
4. Miss Gojela & Mrs. Sali attended a three days Scout training in Springs Resort.
5. The Lukhanyiso Scout Launch was held on the 22/08/2000 where 19 Scouts were invested and Mrs. Sali, Miss Majola and a volunteer Mr. Mgwali were invested as Scouts Masters.
6. On the 23/08/2000, Lukhanyiso Home Scouts were registered.
7. On the 27th through to the 30th September 2000 Lukhanyiso Home scout attended a Scout Camp at Waverley hill near Port Elizabeth. During this camp, they hosted Alicedale Scouts.
8. On the 28/10/2000 they attended a Skilkona in Willowdam where one Lukhanyiso Scout member, namely Thembani Janties won three awards and 13 others won in different activities.
9. On the 13/10/2000 an information-sharing visit was held with the Uitenhage Scout branch on Skilkona activities.
10. They closed the year by attending a five days camp in Sunday's River from the 13th to the 17th December 2000.

6. Sport Activities:

Lukhanyiso home boys have also engaged in soccer competitions. They played a match with Pirates Under 15 but were beaten 3-0. Unfortunately, their volunteer coach left them because he was looking for a job. Again in March 2001, they played against Ikhaya Lothando and beat them 6-2.

7. German Volunteers

This year saw us hosting two German Volunteers. One, Julia Schenks started January 2001 and spent six months with us. SHARE staff members and local community members hosted her. We also arranged that she spent some time with the local Centre for Mentally Retarded children. The staff of the center hosted her during her placement with them. Later she was joined by her boy friend and we placed them in another SHARE initiated organization known as Care Alicedale for a month.

During her stay at Lukhanyiso home, Julie taught the boys the Circus Skills of juggling, one wheel cycling and other games. Only one boy, namely Malibongwe Jantjies really enjoyed the one wheel cycling and has mastered it. In addition, she taught them screen printing and they were very proud of their achievement. Julia found us through Sangonet listing on South African NGOs on the Internet. Johan got to hear about us through Julia and so he came in July and spent two weeks with us. He taught the boys gardening skills and helped them with their homework. As this was our first time to host foreign volunteers, we have learnt a lot and so have they. We are currently designing a Volunteer program for overseas volunteers so that they would know what to expect from us and for us to identify what skills we need from them.

8. Parenting Workshops:

This is an area that was affected by the departure of Miss Majola. It still needs a lot of follow up and perhaps a new strategy. Mr. Lamani will be concentrating on this during the coming year.

9. Arts and Craft Workshops:

Due to time constraints and lack of skilled volunteers in this area, no progress has been made in this area. We need to make some adjustments in times and days of some activities in order to accommodate this area. Furthermore, this was complicated by the fact that we could not readily get a skilled volunteer to run this program.

10. Future Plans:

The support we receive from VW Global Council through terre des hommes has made it possible for us to motivate for an upgrading of Lukhanyiso Home building. Currently, we are seeking funding for the building. Our motivation is that Lukhanyiso home has a grant for its operational expenses but now we need capital fund to uplift and improve the quality of life of our children.

Infrastructure upgrading is desperately needed within the African townships in South Africa. It will be with pride to show you around our new buildings by hopefully July 2002. Furthermore, we need to extend the building as we are planning to accommodate girls as well. So it is not for luxury that we need an upgraded building but for expansion as well. Hopefully, the department of welfare will make an additional contribution.

The children are struggling to cope with their school- work. This indicates to us that we need to engage the services of qualified and experienced teachers to supplement what they receive at school.

SOCIAL WORKER'S CASEWORK AND INTAKE REPORT

Nature of Problem	Gojela	Rasana	Cowa	Lamani	TOTAL	Referred	Organization
Child Support	14	30	2	3	(49)		
Child Abuse	18	14	2	2	(36)		
Marriage Conflict	17	19	1	-	(37)	12	FAMSA
Child Abandoned	3	-	-	-	3		
Termination of Pregnancy	2	-	1	-	3		
Women Abuse	9	3	1	-	13		
Mental Illness	2	2	-	1	5	1	Mental Health
Grant Abuse	(22)	25	4	2	(53)	18	Pension Office
Burial Problems	3	2	1	-	6	1	Funeral Parlour
Physical Abuse	1	2	3	1	7		
Foster Care Placement	1	-	4	-	5		
Child Custody	3	6	2	-	11		
Fraud	2	1	-	-	3		
Placement	4	5	-	-	9		
Depression	1	-	-	-	1		
Child Maintenance	-	30	3	1	(34)	8	Maintenance Office
Teenage Problem	4	5	4	-	13		
School Truancy	1	1	4	-	(62)		
HIV/AIDS	-	15	1	-	16		
Child Neglect	2	22	7	2	33		
Advice on Bank Account	1	1	2	-	4		
Husband Abuse	-	2	1	-	3		
Child – Paternity	1	2	1	-	4		
Re-placement	-	5	-	-	5		
Parent Abuse	2	3	-	1	6		

Nature of Problem	Gojela	Rasana	Cowa	Lamani	TOTAL	Referred	Organization
Inheritance	-	-	1	1	2		
Verbal Abuse	-	-	4	-	4		
Birth Certificate						6	Home Affairs
Family House Certificate						6	SANCO
Skoppers (Loan Sharks)						1	NICRO
Grant Suspension						18	Dept. of Welfare
Sick Client							Day Hospital
TOTAL	109	194	49	21	373	84	

CASES REPORTED BUT CLIENTS NEVER COME BACK

Child Support	=> 58	Sexual Abuse	=> 4
Child neglect	=> 17	Physical Abuse	=> 19
Women Abuse	=> 25	Verbal Abuse	=> 10
Child Abuse	=> 17	Marriage Conflict	=> 6
Child Custody	=> 15	Community Group Conflict	=> 1
Parent Abuse	=> 5	Disability Grant	=> 32
Placement/ Admission	=> 4	School truancy	=> 8
Maintenance	=> 10		
Pension Abuse	=> 44		
Burial Problem	=> 2		
Fraud	=> 5		
Foster Care Grant	=> 2		
Teenage Problem	=> 6		
Pension Problem	=> 5		
Will	=> 1		
		TOTAL	= 330

Social Workers	Meetings	Workshops	Seminars	TOTAL
Gojela				
Rasana	2		1	3
Cowa	5	3	2	10
Lamani	4	2		6

COWA

Meetings	Workshops	Seminars
NDA at East London	Family Domestic Violence at Promat	AGM for Volunteers P.E.
Child Abuse at KwaNobuhle Court	Witness & Intermediary Course at Vista	Talk about SHARE at Umhlobo Wenene, P.E.
Phaphamani Rape Crisis at Leticia Bam	Poverty Eradication	
Phaphamani Rape Crisis at Urban Foundation with all Social Workers at Promat		

LAMANI

Phaphamani Rape Crisis Centre at Leticia Bam	IPD at East London
Phaphamani Rape Crisis at Urban Foundation	IPD at Umtata
Solomon Mahlangu for Social Workers and Teachers	
NPO Meeting at Promat	

SHARE Alicedale / CARE Alicedale

Introduction:

At a meeting held on the 21st September 1999 the Committee of "Share Alicedale" decided to remain operating autonomously from SHARE as agreed. They also decided to change the name from "SHARE Alicedale" to CARE Alicedale meaning Community Attempt Reaching Empowerment.

However, they requested that SHARE continue providing the following:

- 1) Exchange and sharing of information
- 2) That SHARE continue making Miss Gojela – the Social Worker available for one week per month.
- 3) That SHARE continue to assist CARE Alice Dale with office rental until they can get their own funding.
- 4) Furthermore, they agreed to send Project Proposals to SHARE only if they experience problems in sourcing out funding.
- 5) In addition they welcome the proposal to attend a workshop run by SHARE provided they first receive a written contract.

CARE Alicedale operates the following programs:

- i. Masizame Disabled Project.

This Project had an enrolment of 22 participants, 12 from the black township and 10 from the coloured township. However after a few months participants from the coloured township stopped attending.

- ii. After School Program.

This involved assisting pupils with math's, writing skills etc.

- iii. Nutrition and Child Development.

This initially had 29 children, 14 from the black township known as KwaNonzwakazi and 15 from Transriviere which is a coloured township.

- iv. K!anyisa Youth Project

- v. Ikwezilomso Bursary Project.

This Project is funded by VWCT.

Conclusion:

Miss Gojela is now fulltime employed by CARE Alicedale. SHARE has achieved its goal of assisting communities to take charge of their own Social welfare Development.

NETWORKS

SHARE participates in various networks and has delegated staff members to represent the organization in meetings, workshops or attending their annual general meetings. During 2000/2001 the following staff members were involved in the following networks:

Name of staff member	Name of network	Nature of network
1. Miss Nontsikelolo Majola	National Children Rights	Committee Child Rights
2. Ms N.J. Gogo, and all SHARE social workers	Eastern Cape NGO Coalition	NGO development
3. Mrs. E Sali	Women Against Women Abuse	Violence Against Women
4. Miss I N Swartbooi	KwaNobuhle Police Forum	Community Crime
5. Miss Cowa, Mr. Lamani	KwaNobuhle Social Workers	Welfare
6. Ms Gogo, Miss Cowa	Non Profit Organization	Welfare
7. Mrs. Sali, Miss Cowa, Mr. Lamani	IPD –Initiative for Participatory Development	Participatory Development
8. Ms Gogo, Miss Cowa	Social Welfare organization Forum	Welfare Management and administration

Workshops and meetings attended by SHARE staff members during the past year:

1. Famsa AGM
2. P.E. Feeding Trust- Miss Majola, Mrs. Sali and Lukhanyiso Children
3. Nadel workshop on ' Accessing Rights and Welfare Grants and Child Support Grant was attended by Miss X Gaba, and Miss Linda Rasana
4. Black: Sash - Miss I Swartbooi
5. Department of Welfare workshop on Poverty Alleviation/ Poverty Eradication – Miss Gojela, Ms Gogo, Miss Cowa and Mr. Lamani
6. Workshop on Socio-Economic Justice and Housing – Miss I Rasana and Mrs. Ethel Sali

7. Workshop on Advocacy and Lobbying Training – Miss Pumla Gojela.
8. Scout training - Miss Majola, Miss Gojela and Mrs. Sali.
9. NDA Workshop in East London- Ms Gogo and Miss Cowa.
10. P.E. Volunteer Centre AGM – Mrs. Sali.
11. Women' net Internet Training course was attended by Miss X Gaba
12. Skills development workshop hosted by IPD attended by Ms Gogo and Miss Gaba.
13. Children Rights and Maintenance act organized by NCRC attended by Miss Majola and Mrs. Sali.
14. Workshop on Child Trafficking organized by and for Terre des hommes partners in Southern Africa and attended by Ms Gogo.

We also become aware that some staff members misrepresent the organization by acting as if they represent themselves and would be elected in positions as individuals and not as a representative of the organization. The directive is that all staff that is sent by SHARE on SHARE 's time and expenses goes out as SHARE representatives and are not mandated to be elected as individuals. If the organization wants SHARE to be represented, they must then write a letter to SHARE and ask that SHARE provide them a name of their representative.

ACKNOWLEDGEMENTS

The SHARE board and staff including the children of Lukhanyiso Home and Ithemba lethu participants wishes to express their sincere gratitude to all our sponsors, donors and all the community members who have supported us throughout the year.

We would like to particularly mention the following:

1. P.E. Feeding Trust for their generous monthly donation of grocery money for Lukhanyiso home. Their support not only provided for the Lukhanyiso children but their families as well. For when they go out for weekends and on short school holidays, we provide food parcels. We could not afford to do that without P.E. Feeding generous contribution.
2. VW Global Works Council through terre des homes for their generous support of Lukhanyiso Home

3. Uitenhage/P.E. Community Chest for their monthly contribution and in kind donations that regularly find their way to our door.
4. VWCT for ensuring that VWSA does not leave SHARE behind in their activities and for encouraging visitors to pop in at our complex even when at times we are given a short notice of visitors.
5. And off course our major funder- the department of Social Development (Welfare). Hopefully, we will receive an increase subsidy with back pay so that we can implement our plans and pay decent salaries to our social workers. It is unfair to expect university-trained staff to receive peanuts just because they work for an NGO. Whereas, their parents had paid similar fees as those social workers employed by the government. WHY ARE WE PENALIZED FOR ASSISTING THE GOVERNMENT TO IMPLEMENT ITS POLICY AND DOING WHAT THEIR SOCIAL WORKERS ARE SUPPOSED TO DO?

CONCLUSION

As can be seen from the report, SHARE has many challenges that she faces. But it is clear that all SHARE staff and board are ready and prepared to tackle those challenges head on. I just want to stress two very crucial strategic considerations for the funders, both the government and private sector including foreign donors,

- 1) Not all successful black people want to relocate to town- most would rather remain in the township. The challenge now is to upgrade the infrastructure within the township and to build the non- existent buildings necessary to run empowerment programs.
- 2) Staff must not be penalised for wanting to be of service to their community by justifying slave salaries.
- 3) To the community, please understand that SHARE DOES NOT DO WHAT YOU CAN DO FOR YOURSELF. Ours is to EMPOWER TO RELEASE FROM DEPENDENCY.

**Message of support by Archbishop Njongonkulu
Ndungane to the Langa-KwaNobuhle Self Help and
Resource Exchange**

It is a great privilege and distinct honour to be invited to send a message of support to the Langa-KwaNobuhle Self Help and resource Exchange. I bring you greetings and prayers from the Cape Town Diocese of the Church of the province of Southern Africa as you face the many challenges that await you as you seek to be faithful servants of our Lord Jesus Christ in these exciting days.

From the outset let me say that living respectfully, lovingly and creatively across our differences, in communication with one another, must remain the foundation of our work, our life, and our fellowship in Christ community.

Your organisation plays an important role in building this kind of infrastructure to assist communities to provide a future in all its fullness, not only for the communities, but also for their children. A future that clearly enriches the lives of people helps building human capabilities.

Our people waited many years for their freedom. But with freedom comes responsibility; the two belong together. What we need is not to allow this hard-won freedom to slip out of our hands. We must therefore take responsibility for our lives and for the lives of those who cannot help themselves. That is why your work is so important.

The Anglican Communion has pledged itself to co-operate with communities of other faiths in helping the poor. This is a very practical way in which Anglicans around the world are demonstrating their commitment to the call. I would request that you organisation become involved in similar ways.

Do all this in the name of Jesus Christ. For Christ is our hope. The Risen Jesus is our strength. We claim him as our God, through our baptism, as one Lord, who came to bring hope to the world.

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From: Erika Joubert <erika@ecngoc.co.za>
To: Nominise Gogo <sharego@wn.apc.org>
CC: Minse <minse@mweb.co.za>
Date: Fri, 21 Sep 2001 15:18:06 +0200
Subject: FW: [bank-boycott] Ngwane: Against Financial Racism

Nominise - thought you might find this interesting reading.

Erika

-----Original Message-----

From: Berend Schuitema [mailto:okhela@iafrica.com]
Sent: 19 September 2001 10:01
To: Xolile Nqata; Ursula Crisp; Tony Schnell; Thozama Hela; Simphiwe Ntshweni; Sarah Hugow; Reggie Waldick; 'Nontobeko Moletsane'; Mthetheleli Pobana; Mongi; 'Margaret Kusambiza'; 'Lucky Malgas'; Jubilee 2000 South Africa; George Dor; 'Erika Joubert'; Costa Gazi; Charmaine vd Heever; Bernie Dolley; Berend Schuitema; Anele Mbi; Langa Zita; Zola Nkomo; Sikhumbuzo Wakashe
Subject: Fw: [bank-boycott] Ngwane: Against Financial Racism

----- Original Message -----

From: Neil Watkins
To: bank-boycott@yahoogroups.com ; bank-boycott-students@yahoogroups.com
Sent: Wednesday, September 19, 2001 4:54 PM
Subject: [bank-boycott] Ngwane: Against Financial Racism

Though this op-ed by our friend and colleague Trevor Ngwane, of the Anti-Privatization Forum in South Africa, was written before the IMF-World Bank meetings and protests were cancelled, its message is all the more critical as we struggle together to move forward.

NEXT: A WORLD CONFERENCE AGAINST FINANCIAL RACISM
By Trevor Ngwane*

What did we learn from the World Conference Against Racism in Durban? And how do we prepare for the upcoming annual meeting of the World Bank and International Monetary Fund (IMF) later this month in Washington--assuming that in the wake of the tragic terrorist attack that this still goes ahead as scheduled?

Naturally, we mourn for those whose lives were lost. It is not the method of our various Global Justice Movements to deploy any kind of 'terror' against local or global sites of financial and military power. Our durable strengths are mass mobilisation and civil disobedience. Terror attacks provoke fascist repression and strip the progressive forces of the confidence we have in people-power. Given George W Bush's psychology and his backers in the military-industrial complex, our movements for social change can expect tough days ahead.

But last week in Durban showed that we will encounter additional obstacles from our very own leaders in Pretoria. First, the lesson that comes from Thabo Mbeki is that you cannot succeed in mediating

<http://airmail.mweb.co.za/mmstdol.cgi?SHOW:53H%3cNEBBILMKCLKECENIDLDLIEJIC...> 9/25/01

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between African demands for justice, and US/European denials that they owe us for the crimes of slavery and colonialism. Mbeki's performance searching for a non-existent middle-ground was shameful, and repeats similar episodes of failure at the World Bank and World Trade Organisation over the last few years.

It is time for Pretoria to demand, firstly, the full, unconditional cancellation of Africa's illegitimate debt--which after all mainly accrued to corrupt, Western-oriented dictators, through which the World Bank and IMF financed the West's geopolitical games. If the answer from the creditor's cartel is no, the rebuttal from Africa must be debt repudiation and a debtor's carte.

After all, the broader strife we face in society follows in large part from international financiers' advice. In January this year, I was in Porto Alegre, Brazil, and over a satellite hookup I accused George Soros of contributing to the 100 000-case cholera outbreak by pressuring our government to be fiscally conservative, he agreed that I was 'actually correct.'

And I am not alone in discovering the racial bias associated with what is called 'neoliberal' economic policy. South Africans have become concerned that the drive to privatise our society's most valued assets--water, electricity and telecommunications systems which are vital to reconstruction and development--is based on international financial clout.

There are two kinds: financial speculators raiding the currency periodically (February-March 1996, May-August 1998, February-November 2000) and 'policy advice' which is extremely difficult for weak politicians in Pretoria to resist.

The latter pressure is most evident in persistent demands for macroeconomic policies conducive to South Africa's increased global vulnerability, but also for social policies and even political outcomes that weakened the state, the working-class, the poor and the environment.

Reflecting the pressure to conform to international neoliberal dictates associated with financial power, the ruling African National Congress implemented a controversial, misnamed Growth, Employment and Redistribution (Gear) strategy in June 1996. In part because of the impact of international financial liberalisation, Gear failed miserably in reaching what were, in any case, quite modest targets.

The only two goals achieved reflected finance minister Trevor Manuel's cutting of the budget deficit (including social programme spending in real per capita terms) and the Reserve Bank's ability to keep inflation under control by imposing the highest interest rates in South Africa's history and hence limiting consumer buying power.

Tellingly, both were targets overwhelming reflective of the power and interests of financiers. And the World Bank participated in the economic modeling and drafting of Gear.

In addition, there were several areas of social policy where an enormous influence was exerted by consultants from the World Bank, which advised that market-oriented solutions would fix problems

used by market failure. The first five years of ANC rule included
option of the following controversial policies:

The Minister of Land Affairs and Agriculture adopted a 'willing-seller, willing-buyer' policy similar to the 1980-2000 Zimbabwean model, following World Bank advice from 1992-94. Because of the policy's failure, our rural future may follow the examples of Bredell or of the Zimbabwe war vets.

The Housing Minister gave R16 000 grants fit only to build kennels, not houses, and relied massively on banks for credit to 'top up' the structures. Both fatally flawed decisions followed World Bank advice in 1994.

The Welfare Minister attempted to cut the child maintenance grant by 10 percent, until protested by social activists. In 1995-96, the World Bank conditioned a member to the commission which recommended the draconian cut.

The Minister of Local Government allowed municipal water and electricity cut-offs, some of which led to the cholera epidemic, promoted the privatisation of services, and adopted low infrastructure standards such as mass pit latrines in urban areas. A World Bank mission wrote the first draft of infrastructure policy in late 1994 and helped design several infrastructure privatisations.

The Water Minister not only privatised rural water, but stubbornly championed the unneeded multibillion-dollar Lesotho Highlands Water Project expansion, which was based on a mid-1980s World Bank design. The Bank's 1999 Country Assistance Strategy claimed that its involvement was instrumental in facilitating a radical revision in SA's approach to bulk water management.'

The time has come for South Africa to break the chains of our new, unwanted class-apartheid. The first crucial step is getting solidarity from international allies who can help change the power balance to fight the emergence of 'global apartheid.'

The most important institutions of global apartheid are financiers, since they have vast resources, speed, communications capacities, pressure points, and an unrelenting ideology that allows them to justify their actions: neoliberalism.

But resistance is emerging too, from Seattle to Prague to Washington, DC. In addition to joining street protests against international financial institutions, activists can participate in the World Bank Bonds Boycott (<http://www.worldbankboycott.org>). South African progressive activists in the blue and other movements have helped to catalyse these campaigns. The possibility for democracy and development in South Africa and across the world relies upon a people's victory over international finance.

It happened once before--when international activists forced foreign banks to stop supporting apartheid in South Africa--and it now must happen at a higher scale, to reverse global apartheid.

The next stop for the struggle against racism may be the non-violent demonstrations against financial oppression, in Washington at the end of this month. But if the IMF/Bank meeting is cancelled in coming days, it

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ly means we will be consolidating with more passion here in Africa, in
ur campaigns to send IMF/Bank staff home from their plush offices in
ne capital cities, instead of allowing them the legitimacy they require
rom Pretoria to carry on with the misguided, Washington-oriented New
frican Initiative.

Trevor Ngwane is a leader of the Anti-Privatisation Forum:

<http://www.cosatu.org.za/samwu/apf.htm>

+++++

il Watkins

orld Bank Bonds Boycott

enter for Economic Justice

30 Connecticut Ave., NW, 4th floor,

ashington, DC 20009

l: (202) 299-0020 / Fax: (202) 299-0021

b: www.worldbankboycott.org

receive occasional updates on the World Bank Bonds boycott, join our
stserve:

nd blank e-mail to <bank-boycott-subscribe@yahoogroups.com>.

unsubscribe from this group, send an email to:
bank-boycott-unsubscribe@egroups.com

ur use of Yahoo! Groups is subject to the [Yahoo! Terms of Service](#).

[ANNEXURE E]

LANGA KWA NOBUHLE S.H.A.R.E

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2001

[ANNEXURE E]

LANGA KWA NOBUHLE S.H.A.R.E

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2001



LANGA KWA NOBUHLE S.H.A.R.E

ANNUAL FINANCIAL STATEMENTS

31 MARCH 2001

INDEX	<u>Page</u>
Qualified report of the independent auditors	1
Combined Balance Sheet	2 - 3
Combined Income Statement	4 - 7
Notes to the financial statements	8

The annual financial statements set out on pages 2 to 8 were approved by the board committee on 17 September 2001.

BudM

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QUALIFIED REPORT OF THE INDEPENDENT AUDITORS

To the members of

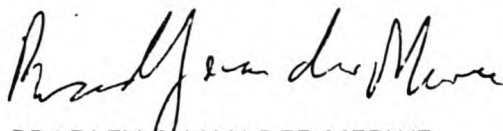
LANGA KWA NOBUHLE S.H.A.R.E

We have audited the financial statements set out on pages 2 to 8. These financial statements are the responsibility of the committee. Our responsibility is to report on these financial statements.

We conducted our audit in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance that, in all material respects, fair presentation is achieved in the financial statements. An audit includes an evaluation of the appropriateness of the accounting policies, an examination, on a test basis, of evidence supporting the amounts and disclosures included in the financial statements, an assessment of the reasonableness of significant estimates and a consideration of the appropriateness of the overall financial statement presentation. We consider that our audit procedures were appropriate in the circumstances.

In common with similar organisations, it is not feasible for the society to institute accounting controls over cash collections from donations prior to the initial entry of the collections in the accounting records. Accordingly there were no satisfactory audit procedures, which we could perform to obtain reasonable assurance that all such cash collections were properly recorded.

Except for the uncertainty regarding the completeness of cash collections, in our opinion these financial statements are in agreement with the accounting records and fairly present the results of the society's operations for the year ended 31 March 2001 and its state of affairs at that date.



BRADLEY & VAN DER MERWE
17 September 2001



COMBINED BALANCE SHEET

Stellenbosch University <http://scholar.sun.ac.za>

FOR THE YEAR ENDED 31 MARCH 2001

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
FUNDS EMPLOYED						
NON-DISTRIBUTABLE RESERVE	697 087	67 328	23 477	-	787 892	947 194
EMPLOYMENT OF FUNDS						
FIXED ASSETS	697 087	67 328	23 477	-	787 892	947 194
ACCUMULATED FUNDS/(SHORTFALL)	251 618	53 187	(34 264)	(63 994)	206 547	146 531
Long term lease liability	-	-	-	-	-	12 140
Special PSNP RDP Fund	-	-	-	-	-	87 334
	251 618	53 187	(34 264)	(63 994)	206 547	246 005
Represented by:						
INVESTMENTS	3 812	-	-	-	3 812	3 812
CURRENT ASSETS						
Accounts receivable	-	-	-	233 007	233 007	626 820
Subsidies receivable	56 084	-	-	-	56 084	56 084
Bank account	-	23 532	9 122	7 008	39 662	14 253
Money Market Fund	-	-	-	-	-	24 330
Notice deposit	123 177	-	-	-	123 177	46 086
Special savings account	14 343	-	-	-	14 343	12 070
Petty cash	-	14	24	-	38	219
Loans						
- interproject	105 836	34 141	-	-	139 977	77 964
- other	-	-	-	-	-	46 308
	299 440	57 687	9 146	240 015	606 288	904 134

Buddy

COMBINED BALANCE SHEET (Continued)

FOR THE YEAR ENDED 31 MARCH 2001

Stellenbosch University <http://scholar.sun.ac.za>

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
CURRENT LIABILITIES						
Provision for unprocessed claims	-	-	-	16 915	16 915	20 527
Accounts payable	4 220	4 500	3 210	219 173	231 103	515 972
Loans – interproject	31 856	-	40 200	67 921	139 977	67 663
Bank overdraft	708	-	-	11 673	708	41 311
Current portion – long term loan	14 850	-	-	-	14 850	16 468
	51 634	4 500	43 410	304 009	403 553	661 941
NET CURRENT ASSETS/(LIABILITIES)	247 806	53 187	(34 264)	(63 994)	202 735	242 193
	251 618	53 187	(34 264)	(63 994)	206 547	246 005

Buddy

COMBINED INCOME STATEMENT

Stellenbosch University <http://scholar.sun.ac.za>

FOR THE YEAR ENDED 31 MARCH 2001

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
INCOME						
Turnover	-	-	-	6 408 015	6 408 015	4 415 519
Transfer to Special PSNP RDP Fund	-	-	-	-	-	(68 894)
Cost of Sales	-	-	-	(6 001 434)	(6 001 434)	(4 111 547)
Donations	50 004	205 942	-	-	255 946	105 008
Subsidy						
- Department of Health & Welfare	336 505	53 724	54 255	-	444 484	443 278
Administration fees	221 984	-	-	-	221 984	117 129
Safety fees – Commissioner	-	1 332	-	-	1 332	7 470
Interest						
- current accounts	236	474	40	1 066	1 816	3 012
- savings	64	-	-	-	64	464
- Money Market Fund	330	-	-	-	330	7 798
- notice deposit	6 356	-	-	-	6 356	5 902
Consulting fees	-	-	-	-	-	1 998
Sales	-	-	-	-	-	150
Fundraising	-	250	695	-	945	1 020
Rent received	12 952	-	-	-	12 952	15 543
Sundry	28 914	-	-	-	28 914	15 401
Parent contributions	-	-	1 020	-	1 020	1 529
Loans written off	-	-	-	-	-	24 110
	657 345	261 722	56 010	407 647	1 445 267	984 890
EXPENSES	(555 246)	(197 147)	(56 129)	(471 641)	(1 456 129)	(1 058 885)
OPERATING SURPLUS/(DEFICIT) FOR YEAR	(102 099)	64 575	(119)	(63 994)	102 561	(73 995)
ACCUMULATED SURPLUS/(DEFICIT) AT BEGINNING OF YEAR	149 519	(11 388)	(34 145)	-	103 986	180 526
ACCUMULATED SURPLUS/(DEFICIT) AT END OF YEAR	251 618	53 187	(34 264)	(63 994)	206 547	106 531

R.M

COMBINED INCOME STATEMENT (Continued)

Stellenbosch University <http://scholar.sun.ac.za>

FOR THE YEAR ENDED 31 MARCH 2001

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
PERSONNEL EXPENDITURE						
Salaries	384 787	38 177	33 294	5 695	461 953	536 841
UIF	3 155	1 487	642	-	5 284	6 919
Staff development	-	100	-	-	100	100
Workmans compensation	2 457	290	259	-	3 006	2 617
Pension fund	46 855	3 762	3 967	-	54 584	67 212
SDL	1 988	-	-	-	1 988	-
TRANSPORT EXPENDITURE						
Petrol	6 476	3 180	572	-	10 228	12 302
Maintenance of vehicles	4 422	-	-	11 324	15 746	22 584
Travelling and accommodation	5 510	-	-	34 502	40 012	17 346
Depreciation on vehicles	12 861	-	-	-	12 861	16 077
Finance charges	7 611	-	-	-	7 611	9 082
OFFICE EXPENDITURE						
Administration fee	-	31 520	-	358 015	389 535	60 157
Rent	-	-	-	4 000	4 000	6 197
Electricity	5 500	-	200	5 600	11 300	9 224
Post & telecommunication services	26 137	8 170	7 086	9 872	51 265	42 609
Municipal services	5 081	568	567	1 800	8 016	7 762
Printing and stationery	2 429	6 984	-	6 770	16 183	18 978
Insurance	27 655	-	-	3 200	30 855	29 812
Rental – photocopier	-	-	-	-	-	3 803
Computer expenses	2 174	-	-	5 715	7 889	1 589
Subscriptions	4 598	-	-	-	4 598	2 401
Balance carried forward	549 696	94 238	46 587	446 493	1 137 014	873 612

Buddy

COMBINED INCOME STATEMENT(Continued)

FOR THE YEAR ENDED 31 MARCH 2001

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
EXPENSES CONTINUED						
Balance brought forward	549 696	94 238	46 587	446 493	1 137 014	873 612
GROUND BUILDINGS & EQUIPMENT						
Maintenance	5 094	4 580	353	2 541	12 568	9 956
Burglar alarm	780	-	-	-	780	382
Depreciation	17 644	2 723	1 669	-	22 036	22 915
Television licence	208	-	-	-	208	208
Rent	-	2 800	-	-	2 800	-
DOMESTIC EXPENDITURE						
Groceries	-	40 028	4 065	-	44 093	50 157
Uniforms, Clothing and Shoes	-	14 864	-	-	14 864	597
Pocket money	-	5 238	-	-	5 238	5 280
Education and recreation	-	480	-	-	480	130
Electricity	-	6 000	-	-	6 000	5 050
SPECIAL SERVICES						
Auditors remuneration						
- provision current year	2 400	3 616	1 500	12 648	20 164	26 765
Provision for unprocessed claims	-	-	-	(3 613)	(3 613)	14 777
Bank charges	4 832	2 468	1 104	6 898	15 302	12 160
Penalties – ROR	-	-	-	-	-	18
Interest	-	-	-	17	17	54
Balance carried forward	580 654	177 035	55 278	464 984	1 277 951	1 022 061

Buddy

COMBINED INCOME STATEMENT(Continued)

Stellenbosch University <http://scholar.sun.ac.za>

FOR THE YEAR ENDED 31 MARCH 2001

	Share	Lukhanyiso Home	Ithembaletu Workshop	Zwisha	Combined 2001	Combined 2000
	R	R	R	R	R	R
EXPENSES CONTINUED						
Balance brought forward	580 654	177 035	55 278	464 984	1 277 951	1 022 061
SPECIAL PROGRAMME EXPENDITURE						
Transport	-	4 880	-	-	4 880	6 699
Refreshments	2 502	2 877	920	1 955	8 254	3 843
Less: Fundraising – Car Competition	-	-	-	-	-	(3 970)
Pottery	-	-	1 600	-	1 600	-
Fundraising	-	-	-	-	-	3 123
SUNDRIES						
Profit Share - Zwide	-	-	-	-	-	18 589
Public relations and marketing	-	-	-	-	-	610
Cleaning	1 649	8 636	-	2 500	12 785	7 444
Uniforms	-	-	-	-	-	8 503
Sundry	946	1 014	-	250	178 176	1 284
Hire of facilities	-	-	-	-	-	549
Legal fees	-	-	-	1 952	1 952	-
Loans written off	-	-	-	-	-	24 110
	585 751	194 442	57 798	471 641	1 309 632	1 092 845
Add: Expenditure on fixed assets transferred	-	5 428	-	-	5 428	5 032
Less: Depreciation current year	(30 505)	(2 723)	(1 669)	-	(34 897)	(38 992)
	(30 505)	2 705	(1 669)	-	(29 469)	(33 960)
	555 246	197 147	56 129	471 641	1 280 163	1 058 885

Buddy

COMBINED INCOME STATEMENT(Continued)

FOR THE YEAR ENDED 31 MARCH 2001

	Share R	Lukhanyiso Home R	Ithembaletu Workshop R	Zwisha R	Combined 2001 R	Combined 2000 R
1. IMPROVEMENTS TO BUILDINGS						
- 1992	75 196	26 801	-	-	101 997	101 997
- 1993	226 478	11 727	-	-	238 205	238 205
- 1994	207 434	-	1 900	-	209 334	209 334
- 1995	35 267	-	-	-	35 267	35 267
- 1996	-	-	6 561	-	6 561	6 561
	<u>544 375</u>	<u>38 528</u>	<u>8 461</u>	<u>-</u>	<u>591 364</u>	<u>591 364</u>
2. DONATIONS RECEIVED						
VW Community Trust	-	-	-	-	-	10 000
PE Feeding Trust	-	40 200	-	-	40 200	33 000
NGO Coalition	750	-	-	-	750	-
Terredes Homes	-	165 742	-	-	165 742	-
Baby Birth	-	-	-	-	-	8 102
Community Chest	50 004	-	-	-	50 004	53 906
	<u>50 754</u>	<u>205 942</u>	<u>-</u>	<u>-</u>	<u>256 696</u>	<u>105 008</u>

Buddy.

[ANNEXURE F]

**KWA NOBUHLE COMMUNITY
NEED ASSESSMENT SURVEY**

Conducted by

**LANGA – KWANOBUHLE SELF HELP AND
RESOURCE EXCHANGE (SHARE)**

REPORT WRITTEN BY

NOMINISE J. GOGO

1. INTRODUCTION :

A two phase community need assessment survey was conducted by Langa - Kwa Nobuhle S.H.A.R.E. Phase one involved a group of twenty students interviewing residents of Kwa Nobuhle in their homes. 104 Questionnaires were completed over a period of one month, from mid January to mid February 1989.

Phase two involved a discussion of major problems by 46 representatives of 15 community based organizations that attended a one day conference held in October of 1989.

2. GENERAL INFORMATION ON KWA NOBUHLE :

The following information on Site Planning was gleaned from a Kwa Nobuhle map.

SITES EARMARKED FOR AMENITIES

	NUMBER	AMENITIES CONSTRUCTED	
Creches & Nursery schools	30	2	*
Churches	54	25	**
Public Open Spaces	51		***
Community Centres	3	1	****
Primary Schools	35	19	*****
Secondary Schools	7	2	*****
Cultural Centres	3	0	
Swimming Pool	1	0	
Post Office	1	1	
Public Library	1	1	

* A Church Hall is temporarily in use as a third creche

** Can some be used as creches; Old Age Club etc ??

*** The few public parts that existed were destroyed.
How is going to repair and what can be done?

Most were never developed and are now used as dumps by residents.

**** Is fully utilized but is not kept clean.

***** This number include a school for Mentally Retarded children.

***** As Kwa Nobuhle is divided into 8 areas, should it not be possible to have at least 1 High School in each section?

***** The existing Library is temporary closed? -

Should it not be run by the community??

3. RESULTS

The results of phase one is summarized to highlight only the top ten problems. Out of a list of 42 social Problems, the following top ten were regarded as major problems by more than 65% of the respondents.

MAJOR PROBLEMS :

1. Unemployment	90.4%
2. Shortage of houses	86.5%
3. Alcohol abuse among children	84.6%
4. Alcohol abuse among Women	80.8%
5. Shortage of schools	78.8%
6. Lack of jobs	75.9%
7. Teenage pregnancy	75.9%
8. High cost of living	74.0%
9. School drop out	69.2%
10. School drop out among girls	68.2%

FIVE BIGGEST PROBLEMS WERE

PRIORITIES

1. Unemployment	55.8%
2. Teenage pregnancy	37.5%
3. Shortage of Schools	34.6%
4. Shortage of Houses	32.7%
5. School drop out and Alcohol abuse among children	30.8%

CONCERNING THE COMMUNITY FACILITIES THAT ARE NEEDED THE FOLLOWING WERE REGARDED AS VERY IMPORTANT.

1. Welfare and Advice Centre	86.5%
2. School for Physically Handicapped children.	81.7%
3. Library	72.1%
4. Pre school / Creche / Educare centre	71.2%
5. Old Age Home	71.1%
6. Children's Home	65.4%
7. Community Centre	63.5%
8. Old Age Day Care Centre	59.6%
9. Place of Safety	58.7%
10. Indoor Sports Centre / Post Office.	57.7%

THE FIVE MOST URGENTLY NEEDED ARE :

1. Welfare and Advice Centre
2. School for Physically Handicapped
3. Library
4. Pre school / Creche / Educare Centre
5. Old Age Home.

NB.

HIGH SCHOOL DROP OUT

High school drop out rate is very high, was 13.6% in 1987 with 72% of drop outs being girls, whilst boys were 28%. However, during 1988 there was a slight decrease in the overall drop out rate of 11.7%. However, this decrease is evident among boys - 18.7% whilst it is chilling to note the increase with girls, from 72% in 1987 to 81.3% in 1988.

THE FOLLOWING TOP FIVE WERE REGARDED AS REASONS FOR DROP OUT AMONG GIRLS AND BOYS.

REASONS FOR GIRLS	TIMES	REASONS FOR BOYS	TIMES MENTIONED
1. Pregnancy	64	To seek work to support pregnant girl or family	67
2. Lack of finance / poverty	26	Finance / poverty	35
3. Family problems e.g. divorce looking after sibblings, lack of discipline.	26	Alcohol & drug abuse	30
4. Alcohol abuse	17	Family problems	29
5. Exploitation by teachers	15	Peer influence	18

BASIC WELFARE SERVICES

All basic welfare services were regarded as very important by over 50% of the respondents. However, Society for the Aged, Cripple Care Society, Society for the Blind and Society for the Deaf were non existent in Kwa Nobuhle. Mental Health Society has been rendering services in Kwa Nobuhle for over 10 years, whilst Child Welfare Society were introduced in January 1989.

The above summary of problems were then discussed during a one day conference held on the 10/10/1989. After presentation of the findings, representatives were divided into 4 small groups to facilitate discussion. The following is a summary of the discussion and recommendations.

GROUP 1. TOWNSHIP SITE ALLOCATION AND COMMUNITY FACILITIES

1. WELFARE AND ADVICE CENTRE :

- What services by present centre
- Structure
- Decentralised for availability
- Progress
- Advertising
- Activities of Urban Foundation

2. CRECHE FACILITIES :

- Sites provide
- Need assistance to negotiate with council and advise.

3. HOUSING :

- Secure future of Langa :
- Investigate alternatives of low income housing and welfare organisation's role.
- Lobby - save areas and suggestions to improve to local authorities.

4. LIBRARY :

- Hand over to community body who would work in conjunction with governing body i.e. not seen as govern and books the community wants will be supplied.
- Training of staff and board members.

5. OLD AGE HOME :

- Study on people's attitude and needs - proposals to S.H.A.R.E.

RECOMMENDATIONS

- Campaign to meet Church authorities.
- S.H.A.R.E. to investigate the feasibility of community company with a view to delivering services.
- S.H.A.R.E. and Community Organisation be involved in a campaign for centralised municipality.
- Joint effort by S.H.A.R.E, URECO and COSATU by approaching MCI
- S.H.A.R.E. should participate in securing Langa residents.
- Lobbying effort.
- Urban Foundation activities in Kwa Nobuhle.

POSSIBLE CAUSES OF UNEMPLOYMENT

1. AVAILABILITY OF JOBS :

- Availability of jobs
- Bad state of economy
- Overtime - Union
- Disinvestment - Union
- Drought
- Influx control
- Labour unrest
- Labour costs
- Profits - Union
- Job combination
- Automation
- Emigrants

2. DISCRIMINATION AND PREJUDICES :

- Prejudices e.g. job reservation
- Apartheid
- Over employment of White middle managers - Union - BMF
- Discrimination in hiring and firing
- Elimination of the least preferred
- Immigrants
- Threats of Black advancement

3. EDUCATION AND TRAINING :

- Education
- Cheap labour
- Lack of training
- Lack of career counselling in schools
- Stigma of blue-collar worker

POSSIBLE REMEDIES

JOB CREATION

- Identify available skills and person (U.P.E. Community Development Unit) - Mid November.
- Data collection by Mid-January - by unemployed
- Analysis of data - U.P.E.
- Vision

EDUCATION & CAREER :

- Counselling by existing agencies - by mid-January :
e.g. Churches
BMF
Universities
Associations

GROUP 3 - ALCOHOLISM

Definition - Disease; marked by dependence on alcohol, no control

SANCA statistics - 1988

R530m lost on production yearly

R648m lost on illnesses associated with alcoholism

R4 000m lost on causes of alcoholism

PROBLEMS TO BE ADDRESSED

AIMS

1. Prevention
2. Equip youth and community with positive and constructive life-style
3. Encourage community to accept more positive attitude towards treatment.

METHODS :

1. Articles, newspapers, journals
2. Radio, TV
3. Films, slides
4. Pamphlets, brochures, stickers
5. Use of slogans
6. Participation in welfare and other exhibitions
7. Talks, conferences, symposiums and discussions
8. Training of officers
9. Human Development courses
10. Competitions, essays (prizes)

RESPONSIBLE BODY :

1. SANCA
2. Schools, community workers, student bureaus, employers, A.A., Religious denominations (churches), S.H.A.R.E. Liquor trade.

TARGET GROUP :

1. Children
2. Parents
3. Youth; working
student
4. Community

RECOMMENDATIONS :

1. S.H.A.R.E. and URECO to work jointly on the issue of abolishing Smonyongo (Killer home brew liquor).
2. Call Smonyongo traders and explain why
3. Introduce and enforce age limit and closing time of shebeens.
4. No more liquor outlets - S.H.A.R.E. to negotiate with Town Council.
5. S.H.A.R.E. organize Anti-Crime street committees.
6. Introduce Community Awareness Programmes.

CAUSES DROP-OUT

- Breakdown of family unit
- Lack of career guidance
- Poverty - no lunch or food at school
- Sexual abuse and general harassment of students by teachers
- Boredom with content
- Curriculum not taking the needs of students and economy
- Peer group pressure
- Ill-health
- Self-promotion
- Lack of communication between students, teachers and parents
- Schools not enough
- Disruption of classes e.g. meetings
- Ideological differences
- Schools not conducive to learning

SOLUTIONS - DROP-OUTS RECOMMENDATION

1. House and school visits by Social Workers - S.H.A.R.E. investigate and facilitate.
2. A committee consisting of parents to be elected per school to assist PIDA - S.H.A.R.E. to organize.
3. Schools to have full-time counsellors / psychologists: S.H.A.R.E. to motivate.
4. Elect a committee to look at establishment of a CAREER CENTRE: S.H.A.R.E. organize and initiate.
5. Communication with
 - Principals = meetings
 - Workshops through churches = parents, teachers
 - PTSA's - S.H.A.R.E. initiate the process.
6. Alternative education programmes through youth groups, churches, etc.
7. Self-Promotion: Issues to be debated at various forums between teachers, students and parents.
8. Not enough schools:
 - campaign to be launched through civic organisations especially for 1990.
 - Call for temporary structures.

TEENAGE PREGNANCY

SOLUTIONS :

- Sex Education : home
 - Workshop to introduce youth programme to community
 - Regular workshops through churches and community organisations
 - Child minding = alternative method - task force (people)
 - Creche facilities at place of work = trade unions
 - Teachers organisations to address issues related to drop-out and pregnancy
 - Specialist on sex related diseases like AIDS be invited
 - Audio-visual material be made available
 - All schools for all people campaign = S.H.A.R.E.
- Mid January 1990

RECOMMENDATIONS :

- Creche facilities - Trade Unions - negotiate and seek support
- Child minding - investigate this alternative method
- Task force - people - strengthen and recruit
- Teachers organisation to attend and address themselves in issues related to dropout and pregnancy - S.H.A.R.E. organize and facilitate
- AIDS specialist invited (audio visual material must be used)
- Schools should be open for all (campaign - S.H.A.R.E. to commission)

WHAT DOES THIS STUDY IMPLY ?

It seemed that the study has generated a lot of high expectations from the community that Langa - Kwa Nobuhle S.H.A.R.E. should lead in finding solutions.

During phase two of the study, S.H.A.R.E. was actually given mandate by the community based organizations present to start the process. This has major implications for S.H.A.R.E. in terms of employing full time staff, setting up offices and starting a programme of action and training.

[ANNEXURE G]

LANGA-KWANOBUHLE SELF HELP AND RESOURCE EXCHANGE (SHARE)

AN EVALUATION REPORT

**Conducted by: Dr. David D.M. Nghatsane
Social Work Consultant**

**Date: 21-23 October 1994
Venue: KwaNobuhle Township
Uitenhage**

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BACKGROUND

This is the first evaluation report conducted by a social work consultant. The Langa-KwaNobuhle SHARE project as a whole will not be described here. The report will be precise and highlight the major areas of the activities carried out.

It is fitting, however, to notice how SHARE has developed over the years, and for this development there are impressive ideas for future considerations. SHARE is important as a community initiated and welfare organization which is managed with a clear history of community participation. Developmentally it is serving area devoid of resources.

It provides an infrastructure which is essential to the development of the entire Langa-KwaNobuhle area. This infrastructural provision in its own right is essential, but as it grows it will add to organizational problems which require adequate resources in order to effectively and efficiently address the social issues it confronts.

Persons interviewed by the Consultant were the following:

STAFF OF THE CENTRE

Ms N. Gogo	: Director
Ms P. Zinto	: Receptionist
Ms N. Ntshanyana	: Bookkeeper
Mr M. Mehlwana	: Fieldworker
Ms I. Swartbooi	: Child care worker
Mrs R. Matshaka	: Instructor
Mrs M. Davids	: Board member
Mrs M. Fondini	: Instructor

OTHER ORGANISATIONS

Mr Z.W. Skwati	: Manager – Elukhanyisweni Centre
Mr Stephen Dondolo	: Business representative & sport congress organizer
Mr Timothy Jantjie	: P.A.C. Regional Manager
Mr Glen Conibear	: Manager GEARMAX
Mrs Elma Odendaal	: Director of Uitenhage Child and Family organization
Mr Buyile Nkumanda	: SANCO (welfare department)
Mr Edwin Ncula	: VW Community Trust

Comprehensive documentation of SHARE'S activities was provided to the Consultant.

INTRODUCTION

This evaluation is undertaken at the request of the Director of Langa-KwaNobuhle (SHARE).

Langa-KwaNobuhle SHARE's aims and objectives are clearly stated in the constitution as ... to promote, foster, advance, encourage and co-ordinate self-help and community development projects in the Uitenhage magistrate area.

The research approach (community needs assessment survey) adopted by SHARE is of classical nature and the data base generated by the survey remains a valuable resource in that it has created a baseline for further development of programmes of action.

The fundamental issues of job creation, crime, alcohol, school drop out, teenage pregnancy and poverty, with their effects on the quality of life has been adequately identified and covered as formidable ground for reconstruction and development programmes. In this regard SHARE demonstrated insights and understanding of the basic democratic principles and community participation in projects which is highly commendable.

It is clear that SHARE has set an ambitious agenda without adequate resources (personnel and funds) to address the issues outlined in the community needs assessment survey. The Consultant is of the view that achievement of these aims have mainly been hampered by a number of barriers including:

- limited application of strategic and project planning protocols;
- relative lack of resources especially long term financial support;
- lack of appropriately trained and experienced staff in social development work;
- lack of prioritising and targeting of programmes within the financial constraints.

SHARE's achievements across several spheres in the past few years with relatively limited resources has been most impressive. Although a great deal of success has been achieved on a number of fronts, there is need to refocus and prioritise the programmes. Workshops and seminars on selected topics tailored to provide support mainly in the area of a basic programme planning and the evaluation protocols should be offered to all staff and members of the management.

SHARE COMMUNITY DEVELOPMENT COMPLEX

This complex was a single men's hostel, which has become a vibrant community development centre. It comprises of housing, community based organisation and Non Government Organisations such as Get Ahad Foundation, Tinarha Child and Family Welfare Society, a Burial Society, a Nursery and several sewing and knitting co-operatives. Several halls are available for use by community groups such as the youth.

PROGRAMME PERFORMANCE

The four main programmes to be high lighted are the following:

1. HOME FOR STREET CHILDREN

A venture in establishing a small community home, which is catering for street children is innovative in the township. The home provides individual attention and aims to restore the child's dignity and humanity. It is meant to be a transitional home for street children. Basic social services involving the family are done by child care workers. Rehabilitation is the main focus.

The consultant noted that the success rate of this programme is the results of the effective work done by the child care workers. Efforts to include professionals such as social worker and or psychologist will further enhance and facilitate the service delivery of the programme.

2. WORKSHOP FOR THE DISABLED

ITHEMBALETU workshop provides an opportunity for mentally retarded young adults to develop their capabilities as productive members of the community. Training the young adults in life skills is a commendable thing especially those with disability.

All the participants live at their homes and engage in leather work, photo framing, gardening and cake baking. These participants are involved in basic income generating programmes and the workshop is serving a good purpose in the community.

3. WOMEN DEVELOPMENT CENTRE

Women's development centre known as Zikhulise provides training skills in sewing for the unemployed women. This is an innovative programme that enables the participant to acquire a skill and earns a living whilst receiving training.

The programme consists of four phases, and each phase includes basic business skills. The centre trains about 120 women per year. Encouraging and impressive in this regard is that most of those who go through the programme become self reliant.

4. LITERACY PROGRAMME

This programme provides participants with reading, writing and numeracy skills, which are basic for the survival of themselves as well as their families in a modern capitalist society. It is noted that great strides to link with the Eastern Cape Adult Literacy in Port Elizabeth has enhanced the effectiveness of this programme.

Scores of participants who never had the opportunity to be literate are taking advantage of this programme. Xhosa and English are the main focus of the literacy programme. This is commendable and there is great potential in order to enhance capacity building and self-reliance, which are the main ingredients in community development work. The numbers of participants is increasing annually.

OTHER MAJOR ISSUES OF SHARE

1. COMPOSITION AND FUNCTIONING OF THE BOARD

The Consultant noted that the composition of the board reflects a good representation of the community. However, in order to achieve more results in the line of the recent development consideration of co-opting diverse professionals to serve in the board would enhance the multi-disciplinary and sectoral approach of SHARE to the multi-faceted problems it is dealing with.

Representatives of organisations in the Uitenhage area interviewed by the Consultant all expressed intimate knowledge of activities and appreciation of the initiatives undertaken as SHARE especially under the dynamic leadership of the Director.

It is clear that the programmes enjoy support from the majority of the community of Langa-KwaNobuhle. SHARE has, therefore, been successful in the mobilisation of community groups to support and utilise the complex to the maximum.

Uitenhage child and family society has also expressed interest in collaboration on a number of issues dealt with by SHARE and as such the need for closer liaison and co-operation with other organisations would have mutual value.

Although SHARE community development complex enjoys popular support and recognition it appears to have fallen short of its original ambitious objectives as stated in the constitution. A need to prioritise and refocus will be more crucial if long term funding is to be sought from state in terms of the R.D.P. Much of the efforts undertaken by SHARE have relevance for new policy development and policy makers will find the approach useful for developing and designing guidelines in other service areas with regard to strengthening existing community based organisations sensitive to addressing local basic needs and effective use of indigenous service delivery practices.

Based upon a critical study of relevant documentation, interviews with the Director and staff, inspection in loco and interviews with several interested parties the evaluation undertook a performance and quality audit of SHARE in terms of the mission and the achievements of these four programmes over the past seven years.

The report outlines the results of the evaluation in each programme area and in addition examines some general aspects of SHARE's structure, operations and performance.

Some recommendations are made regarding future directions.

2. ORGANISATIONAL STRUCTURE AND OPERATIONAL STYLE OF THE CENTRE

SHARE has functioned generally well during its first few years of operation but it is clear that this success has depended very substantially upon considerable efforts of the Director. In order to sustain and further progress the momentum already achieved it will be important for SHARE to evolve more team work based mode of operation. In conjunction with the board a review of the organisational structure and

duty statements of its staff should be considered so that the day to day responsibilities for specific activities can be more effectively shared.

Planning day sessions involving all of the staff members and others could be more fruitful in tapping capabilities and insights of individual staff members. Regular feedback to individual staff members will enhance the team work already established and introduction of staff annual appraisal will bring more productivity and satisfaction.

3. NETWORKING WITH OTHER HUMAN SERVICE ORGANISATIONS

As a resource centre, SHARE has a facilitating role and networking with other organisations and institutions in an effort to empower and build capacity to the individuals, families and organisations. In this area a great deal has been achieved and special efforts to co-ordinate this requires delineation of staff responsibility.

4. FINANCES

An appraisal of SHARE's income and expenditure statements reflect that the organisation has delivered good services to "the value for the money".

To ensure continued viability in the future, serious consideration needs to be given to the widening of the funding base and to exploring other potential sources such as the welfare programmes from the State subsidies including the RDP funding.

RECOMMENDATIONS

The continuation of SHARE in its present general form is supported and it is further recommended that:

- (a) A strategic planning process, facilitated by a consultant, be undertaken as soon as possible.
- (b) Provision be made for increased support for the director in the areas of organisational development, planning and evaluation.
- (c) Efforts be vigorously sought by means of a comprehensive funding proposal in which the nature of the developed programme is explained and each project motivated separately.
- (d) A programme be designed in order to make provision for the training of post graduate social work students.
- (e) The roles and responsibilities of all staff be delineated with a view to effectively exploit the skills and capabilities of individual staff members.
- (f) All duty statements be reviewed and signed by all staff in order to provide a basis for feedback and staff appraisal.
- (g) Embark on a membership recruitment campaign in order to expand the programmes.

- (h) Networking activities be expanded in order to further develop its relevance and influence on social and community development policy and planning in the promotion of the Reconstruction and Development Programmes in the Eastern Cape Province.
- (i) A comprehensive **step-by-step process** in the establishment of SHARE be written and submitted to some professional social science journals for publication.
- (j) Careful consideration for relieving and assisting the Director in terms of the heavy work load as indicated in the job description be done.
- (k) Engagement of the services of a community/organisational development consultant be explored.

CONCLUSION

SHARE has achieved a great deal and has contributed tremendously to the development of resources in the Uitenhage area. It has effectively established a deservedly high reputation in the direction of primary social service and development work in the Eastern Cape. SHARE has been established at a critical time in the history of South Africa has emerged as a fore-runner to the expected self-reliant endeavours.

A real opportunity exists for SHARE to contribute very significantly to policy and planning for primary care and development services in Southern Africa.

The approach adopted by SHARE through its community needs assessment survey and its eventual initiatives in the development and design of community based programmes is highly commendable.

This evaluation concludes that SHARE has performed at an exemplary standard in terms of its programme mission over the past several years.

ACKNOWLEDGEMENTS

I am grateful for the considerable input and support received from staff and other shareholders in the preparation of the report.

I hope that the report will be of assistance in furthering the excellent work already undertaken by SHARE.

PREPARED BY: David Nghatsane
 Social Work Consultant
 23 October 1994